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ABSTRACT

The final report of the Special Education Evaluation Project for 16 University Affiliated Facilities (UAF) centers provides a chronological review of the project which focused on the training of persons to work with mentally retarded or other handicapped individuals. Outlined are project objectives including the development of descriptors useful for program description and evaluation, the identification of possible future programs activities in the UAF, and dissemination of techniques in contextual evaluation to aid in the development of product outcome objectives. Data collection included the tabulation of demographic information concerning trainees and questionnaires for program directors and site visitors. Among findings reported are the high number of undergraduates in the training program; the provision of training in disciplines such as special education, psychology, social work, speech and language, and nursing; the rapid evolution of programs as seen by program directors; and use of UAF-University settings by 80 percent of the training programs. Major recommendations include the assistance of federal agencies in the establishment of a model information retrieval system, the preparation of a statement of disciplinary and interdisciplinary objectives for trainees, and the development of a standardized reporting format for the individual trainee. The major portion of the document consists of appendixes which detail data collection procedures, and list centers with names and addresses of program directors. (DB)

ED 098780

SPECIAL EDUCATION EVALUATION PROJECT FOR UNIVERSITY AFFILIATED FACILITIES FINAL REPORT

ISMRRD

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A Cooperative Evaluation Project Between University Affiliated Facility Consortium, Bureau for Education of the Handicapped, Office of Education, Department of Health, Education and Welfare, and the Institute for the Study of Mental Retardation and Related Disabilities, The University of Michigan.

EC 070 574

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Marvin Daley began and continues to give of his time in spite of his current position in Columbus. His overall guidance and direction enabled the project to move from a number of discrete parts into an integrated whole. James Siantz as our chief research assistant handled volumes of data, and handled production and publication coordination. Robert Parnes our computer programmer developed specialized programs in a remarkable short time. Jules Shrage handled design aspects of the SEEP Dissemination-Review Conference, and designed the package entitled Exercises for Instructional Objective Preparation.

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The Regional Committee of the Consortium, individual program directors in each UAF, plus their training director department chairmen, staff and students deserve a special mention. They too gave their time in interviews, site visits, and survey questionaires. The Regional Committee also participated in the development of the pilot data format, both in Ann Arbor, and at home. They were: Drs. Ann Clark, Wisconsin; Steven Forness, UCLA; John Guthrie, JFK; Arthur Benson, Donald Cavin, and evaluator William Loadman, O.S.U.; and Jay Roteberg from Florida.

The Project Staff was especially appreciative of the consistent, thorough and invaluable feedback given the project activities at each critical juncture by Dr. Steven Forness of UCLA. We especially want to thank Dr. Lawrence Turton for his help with the final editing of the document.

With unreimbursed project staff time, we estimate at least 90 personal days were spent by Consortium personnel and personnel at each UAF to make the SEEP a reality. This translates to over 17,000 dollars above the basic grant of 30,000 dollars. Our federal officers Drs. Richard Whelan, Warren Aaronsen and Phillip Burke provided needed assistance throughout the project.

LCB

INTRODUCTION

This final report of the Special Education Evaluation Project (SEEP) has been organized in a chronological order covering events starting with the conception of the Consortium and the initial funding of the evaluation project in June of last year. When reviewing the stated goals and objectives in the original proposal it should be noted that subsequent statements of project goals and objectives are well within its context. Efforts were made early in the project to clarify and specify through a consensus on three separate occasions, the November Regional Meeting, the meeting with BEH personnel in Ann Arbor, and a December meeting with Division of Training personnel at the Bureau, a set of objectives that would guide the project.

Subsequent activities were pilot data forms, data collection, preliminary data analysis, reliability and validity check in Atlanta, dissemination of tentative findings to Consortium and UAF disciplinary personnel collection of data input, final analysis, and report writing. A complete set of data collection instruments and individual UAF data can be found in the Appendices.

The latter represents a brief sample of what the data bank is now capable of generating for individual programs at the UAF's. Major findings and recommendations are presented in Sections VII and VIII. These two parts serve as a summary to the entire project.

If you have any further questions concerning objectives, procedures, analysis, or findings and recommendations, write Leonard C. Burrello, Program Director, 130 S. First Ave. ISMRRD, Ann Arbor, Mich. 48108.

I. EVALUATION PROJECT HISTORY

Manpower development is the major mandate accepted by UAF centers. Trainees are from a variety of disciplines and are either now serving or preparing to serve the mentally retarded and other handicapped individuals. The manpower training responsibility has been carried out largely through a variety of clinical service projects and in-service training activities: Special Education is one of the many disciplines within the UAF engaged in this enterprise. Like other disciplines, the UAF Special Educators have joint appointments, usually with the Department of Special Education in the School of Education. This helps to insure mutual communication and efforts towards achieving the goals and objectives of the University department. Eighteen Special Education divisions of the thirty-five UAF's across the country are currently receiving funds from the Bureau for the Education of the Handicapped. Originally, funds were received from the Department of Maternal and Child Health In the mid 1960's local funding for Special Education components came under the Bureau for the Education of the Handicapped. The Bureau has been considering the issuance of a statement concerning the role and function of the UAF's within their training priorities and criteria to be used as a basis for evaluating the centers. Coupled with the goals of the Special Education UAF Consortium, this BEH objective led to Consortium to the development of this Evaluation Project. The project was funded on June 22, 1972 with Dr. Leonard Burrello from the University of Michigan UAF as Project Director.

Negotiations between representatives of the Consortium, the regional committee composed of the Special Education Program Director from each of the five regions of the country, and BEH representatives led to a development of the project's objectives.

I. To develop a set of "descriptors" that can be used to make statements about the interdisciplinary education and training functions of the UAF Special Education components and are:

   A. To describe the present state of individual programs
   B. To generate an evaluation scheme

   These descriptors are to be used by:

   1. Special Education UAF personnel
   2. Bureau staff of field readers
   3. University academic staff
   4. UAF administration
   5. Other UAF disciplines

II. To develop possible future program activities related to Special Education's role in the UAF.

III. To develop a proper format for presenting quantifiable data for use in progress reports and to report out on quantifiable data collected.

IV. To share with Program Directors techniques in contextual evaluation a a first step in developing product outcome objectives in their continuation proposals.

II. OBJECTIVES FINALIZED

The following objectives were legitimated at the regional meeting on November 9, 1972.

I. To develop descriptors that can be used to make statements about the interdisciplinary education and training functions of UAF Special Educational components in order to:

   A. Describe the present state of individual programs, and
   B. Generate an evaluation scheme, these descriptors to be used by:
      1. Special Education UAF personnel
      2. Bureau staff and field readers
      3. University academic staff
      4. UAF administration
      5. Other UAF disciplines

II. To identify possible future program activities related to the Special Educational role in the UAF.

III. To develop a format for presenting quantitative data for use in progress reports.

IV. To share with Program Directors techniques in contextual evaluation as a first step in developing product outcome objectives in their continuation proposals.

The aim of Objective I was to describe the present status and activity of individual UAF Special Education Training Programs. This was considered a necessary first step in the provision of a data base before a comprehensive evaluation program could be undertaken. Objective II was agreed upon to promote a description of Special Education role possibilities and program activities generated around that role. Objective III was intended to provide a data base for further evaluation and Objective IV was to disseminate information on the project and prepare the Program Directors for participation and expectation in future evaluation.

III. DATA COLLECTION

A. Description of Data Sources

The UAF funding proposals provided our initial data sources. Attempts were made to establish areas of commonality among programs around which a comprehensive description could be generated. Areas of commonality were seen such as (1) program functions--training, clinical service and research; and (2) subfunctions: diagnosis, prescription, treatment, consultation, instructional technology, and research.

The regional directors of the UAF Special Education components served as a data base to confirm the validity of a description through function. They likewise provided solicited input toward the development of Unit I, the data gathering tool used to implement Objective I. Each regional director was asked to complete an initial draft of the grid to determine its usefulness and feasibility and to make appropriate changes. A number of telephone calls also served as a data source both for informative conferences and mutual problem-solving with individual directors.

Previous activities had been taken to describe aspects of the Special Education program and the UAF's such as F. Arthur M. Benson's "University Affiliated Facilities and Special Education--A Position Paper," Ann Clark and Jay Rotberg's trainee definition grid, and the Mayeda Reports. These all served as a base for developing data collection tools.

During the November Regional Meeting 1972, Drs. Balow and Aaronson also met with the project staff and discussed their concerns for the project. They re-affirmed the goals and objectives discussed.

In December, 1972, Drs. Burrello and Daley met with Dr. Richard Whelan, the new Director of Training within the Bureau and Drs. Aaronson, Burke and Sontag. This meeting was set up to determine the Bureau's position on UAF's and to seek confirmation of the Evaluation projects objectives since Dr. Balow, the out going director felt he could not comment on the position the Bureau would take.

There were three major outcomes from this meeting. First, the Bureau staff requested quantifiable data regarding trainees. Second, the Bureau staff indicated that there was a concerted effort in the federal government for proposals written in more operational, and hence, measurable terms. Therefore, they recommended that dollars should be reallocated in the budget to develop an instructional package for use as part of the May dissemination meeting with program directors within UAF's. Third, if this reallocation were to occur, reduction of travel support to the Atlanta meeting of AAMD was the place Bureau staff recommended reductions. While maintaining sites visitations, travel support was reallocated for all but eight program directors who did receive either total or partial reimbursement to Atlanta.

In addition to the Program Directors, other individuals became data sources during the site visitations (e.g. UAF Directors, University Special Education Chairman, and students) whose input could be used in meeting all four objectives.

III. DATA COLLECTION (cont.)

The workshop at the AAMD conference in Atlanta provided the opportunity for the Program Directors to review the data collected, to become familiar with the method of data retrieval, and to evaluate the adequacy and accuracy of their program's description and data representation.

B. Description of Data Tools

1. Unit 1 was designed to meet Objective 1, that is to develop a set of descriptors used to make statements about the interdisciplinary education and training functions of UAF Special Educational components. A grid was designed to allow a description of a great variety of inter-related functions and programs. The construction of the grid was based on four areas of commonality among the UAF's:

1) their emphasis on the training function (thus the involvement of a trainee and his program)

2) their use of clinical service as a training vehicle (thus the impact target)

3) their common division of training into components (represented on the grid as diagnosis, prescriptions, treatment, consultation, instructional technology and research)

4) their training in knowledge and skill areas (thus a variety of conditions, measures and actions for each performance outcome.)

III. DATA COLLECTION

B. Description of Data Tools

1. Unit 1 was prepared on four differently colored sheets. The colors represent various academic levels of UAF students (i.e., green paper, undergraduate; grey paper, Master's; blue paper, Doctoral; and white paper, others).

Each set of four represents a particular academic discipline. The Program Directors were asked to complete an academic set for each of the disciplines which are involved in Special Education Training at the UAF. The grid allows for a description of the Special Education Training program (given the functional components of diagnosis, prescription, treatment, consultation, instructional technology, and research) for a given population of trainees in the following terms:

1) a description of trainee <u>type</u>---

his discipline
his academic level (UG, MA, Post MA, Other)
his service level (Pre- or In-service)
total hours of contact (0-300+)
his supervisor type (discipline and agency represented, function with agency)

2) a description of conditions under which Knowledge or Skill training of this trainee type occurs for each training component--

the organizational structure of the UAF
the setting where training occurs
the materials used
the training vehicles used

3) a description of the desired Knowledge or Skill outcomes for this trainee type for each training component

4) a description of measures used to evaluate the Knowledge or Skill performance of this trainee type in each of the training components

5) a quantitative description of the affected population (the impact target receiving the effects of the training) in terms of age, degree and type of handicap, sex, ethnic group, socio-economic statue.

Unit 1 serves two major purposes:

1) Product---content

It allows a multi-dimensional description of many possible aspects of the UAF Special Education training programs. The focus is on the trainee and the training he receives in each of the components under a variety of conditions, desired outcomes, and measures.

2) Process---structure

It is designed to guide the directors through the elements of an instructional objective (i.e., trainee, condition, action verb, measures, impact target). It leads to a logical consideration of program description in terms of an objective statement. The actual process of identifying and recording the required data entries is an exercise in developing skill/knowledge in the use of objectives in program description.

B. Description of Data Tools

2. The purpose of Unit II, corresponding to Objective II was to provide UAF Special Education Program Directors with information about their division basic to decision-making in the training area. Unit II is a checklist divided into three sections. Each section consists of a series of questions dealing with the relationship between evaluation and the Special Education training program. Part I asks questions concerning the development of instructional objectives and their use in the decision-making process in the UAF, the nature and purpose of evaluation and provisions for evaluation review. Questions in Part II deal with the rationale behind objective statements, the standards of assessment, program content, assessment of trainees, evaluation of the Special Education training unit, and the relationship between instructional evaluation and strategies, procedures, and content. Part III asks questions concerned with the way evaluation information is used (i.e., to improve communication, for management, coordination, or instruction).

The Program Directors were requested to give a qualified "yes", "no", or "uncertain" response to each of the questions using the following code as each relates to their particular program:

(1) "Yes" responses:

1. in a very small portion of instances
2. in some but not the majority of instances
3. in the majority of instances
4. in all instances

(2) "No" responses:

5. this feature does not exist in my UAF
6. in addition, this feature would not be applicable to my UAF

(3) "Uncertain" response

In addition, Unit II provided a means of determing communication patterns, within the particular UAF, and with the University Special Education Department. Specific sections of Unit II were also completed by the UAF Training Director, the person responsible for coordinating traing from all disciplines; and the University Special Education Department Chairmen, representing the strongest affiliation based on number of trainees.

The comparison of the information provided another means of defining the organizational relationship of the Special Education Division. The training by the Special Education division and its evaluation is contingent upon formal and informal input from the entire UAF and Special Education Department.

C. Site Visit Questionnaire

Site visits were made to each of the UAF education programs to facilitate information gathering for all project objectives. A questionnaire was developed as a basis for site visitor interviews. Each of the following personnel was considered a

III. DATA COLLECTION

B. Description of Data Tools

C. Site Visit Questionnaire (cont.)

data source by the evaluation project: the Program Director in Special Education, the Director in UAF Training in the Special Education Department, the Chairman and faculty within the University.

There were two purposes for the site visitations:

1) Increase reliability of data entry on unit form I & II.

2) Obtain informal estimate of validity of the data.

Although it took several forms (see Appendix A), the questionnaire led to basic information on seven questions:

1) Dynamics of the determination of training priorities (i.e. role of the Program Director and Director of Training, relationship of Special Education priorities to overall UAF priorities.

2) Dynamics and factors of goal and objective achievement and/or failure.

3) Dynamics of relationship between Special Education component and other programs in the UAF and Special Education Department.

4) Description of Training Program (as additional to Unit I).

5) Description of funding sources, resources and priorities.

6) Expectation for Workshop (Objective IV)

7) Discussion of completion of Unit II.

In addition, the Special Education Program Directors were asked questions relating to the evaluation, reliability and utility of data source Unit I.

III. DATA COLLECTION

Unit 1 consists of a series of forms, such as the samples found in Figures 1-7. The Unit 1 focuses on training. It allows both numerical data concerning the trainee, and descriptive data concerning the training program for the identified trainee population. The client-patient population used in training is also identified.

Information describing the training program for a specific group of trainees is recorded on the vertical axis in the form of an instructional objective. In Figures 2-7 a specific group of trainees is identified by discipline and academic level. A description of their program is defined in terms of the location of the training and the type of instructional vehicle employed (e.g., clinical rounds, lecture, etc.). Materials used in the training process are identified (e.g., textbooks, audio-visual aids, etc). A language system to describe the training is recorded in the form of action verbs. Measures used to assess training are identified. If the training program requires contact with a specific client-patient population, that population is described. This client-patient population is called the impact target.

A training program in the UAF Education/ Special Education Division consists of six components: training in diagnosis, prescription, treatment, consultation, instructional technology, and research. These components are the horizontal axis on the form. The person responsible for the training program also indicates by training component his minimal expectancy for trainees in this program. A minimal expectancy recorded "knowledge" would imply that trainees will only be required to learn about, or become familiar with knowledge through traditional academic approaches such as, courses or lecture. A minimal expectancy of "skill" would imply that the trainees have a foundation of "enabling" knowledge and are now developing skill associated with that component of the training program.

A set of the SEEP Unit 1 is presented next. Each page of the form is accompanied by a commentary describing that page.

Use of Data Collection Form:

(1) Guide Program Director

(2) Allow him to monitor his program

(3) Allow him to identify important elements for evaluation of his program

Commentary: SEEP Unit 1, Page 1

Words in capitals refer to items on data collection form

Rationale:

The design of the training program could be conceptualized in two stages: (1) the training population is defined; (2) resources are allocated to train that population.

Description:

The goups of trainees are defined by their experiential background. DISCIPLINE refers to the educational background of the trainee; a code number is used. ACADEMIC LEVEL indicates the depth of the educational background. The trainees' experiential background is further defined by their service level. PRE-SERVICE indicates that the trainees are currently enrolled in a university program. IN-SERVICE indicates that the trainees have been employed in their field, and are now receiving additional training.

On this page the resources allocated to training are time and programmatic staff. The heading TOTAL CONTACT HOURS refers to actual clock hours that the staff is responsible for in training identified trainees. The respondent's entry represents the total number of trainees in this program for one year. That number is entered under the contact hours and horizontal to the academic training period, that period being either QUARTER, SEMESTER, or YEAR. This procedure defines the resource "time."

The resource "programmatic staff" is defined by the heading SUPERVISOR on the form. The respondent, after entering the number of trainees in a specific column of contact hours, procedes down the same column, identifying the type of supervisor allocated to that training activity and the affiliation of that supervisor The respondent identifies the discipline(s) of that supervisor(s). The entry is a discipline code(s) in the same contact hours column and in the row next to the type of supervisor. This is one way of determining interdisciplinary training.

The section under CONDITIONS labeled ORGANIZATIONAL STRUCTURE is completed once per UAF. The information sought relates to administrative responsibility.

TRAINEE

Discipline _____ (Code No.) **Academic Level** _____ (Enter Here)

			Trainee-Pre-Service					Trainee-In-Service				
		TOTAL CONTACT HOURS	0-8	9-20	21-60	61-300	301-	0-8	9-20	21-60	61-300	301-
I. Trainee	TIME INTERVAL	Number of contacts/Quarter										
		Number of contacts/Semester										
		Number of contacts/Year										
II. Supervisor	TYPE	Clinical Supervisor										
		Professor										
		*Other										
	SERVICE ORGANIZATION	UAF										
		University										
		*Other										

You have now completed the element of an instructional objective dealing with "TRAINEE".

NEXT STEP: See "Instructions for CONDITIONS".

CONDITIONS

(1) Organizational Structure

We would like to know the administrative office to which your chief administrator directly reports: _____

Therefore the U.A.F. is administered within a College (School) ☐

- ☐ Arts and Science
- ☐ Education
- ☐ Medicine
- ☐ Psychology
- ☐ Public Health
- ☐ Other: _____

*OR, within a Department in a College or School ☐
(Use Code Number from "U.A.F. Disciplines")

OR, independent of a College or School ☐

Continue On Next Page

FIGURE 1

Commentary: SEEP Unit I Page 2

Words in capitals refer to items on data collection forms.

Rationale:

A SETTING is a location employed in training the previously defined population. The list was compiled from the funding proposals of the 16 UAF Education/Special Education Divisions. An entry indicates UAF involvement in University or community settings. An entry also indicates whether a specific setting was employed for a specific purpose (e.g., training in diagnosis and prescription) within the training program of the identified trainee population, and whether the minimal expectation is defined as KNOWLEDGE and/or SKILL.

Description:

The respondent selects only those settings employed in the training of the population identified on Page 1. The respondent places an X(s) to indicate the uses of that setting in the training of the previously defined population. On the form, these uses are labeled TRAINING COMPONENT. The respondent further specifies the minimal expectancy of the supervisor as regards training at that locale.

Academic Level: _____
(Enter Here)

CONDITIONS (Cont'd)

(2) Setting

	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
Association for the																								
Blind																								
Brain Injured																								
Deaf																								
Emotionally Disturbed																								
Mentally Retarded																								
Multihandicapped																								
Neurologically Impaired																								
Sensory Impaired																								
Socially Disabled																								
Child Guidance & Service Centers:																								
Cerebral Palsy Ctr																								
City & County Public Health Departments																								
Children's Aid Society																								
Child Development Ctr																								
Child Study Ctr																								
Counselling Ctr																								
Mental Health Ctr																								
Neurological Inst																								
Perceptual Developmt. Ctr																								
Classroom:																								
Private school																								
Public school																								
Hospital school																								
UAF (i.e. laboratory)																								
Clinics:																								
Interdisciplinary																								
Biological																								
Biochemistry																								
Birth Defects																								
Cytogenetic																								
Disciplinary																								
Endocrine																								
Feeding																								
Genetic																								
Learning disabilities																								
Metabolic																								
Neurology																								
Neuropsychiatric																								
PKU																								
Well-baby																								
Community facilities:																								
Apartment																								
Motel																								
(Other (i.e. conference)																								
Day Camp for the:																								
Blind																								
Brain Injured																								

K = Knowledge S = Skill

2

Continue On Next Page

FIGURE 2

BEST COPY AVAILABLE

Commentary: SEEP Unit 1, Page 3

Commentary is the same as Unit 1, Page 2. It is reprinted for your convenience.

Words in capitals refer to items on data collection form.

Rationale:

A SETTING is a location employed in training the previously defined population. The list was compiled from the funding proposals of the sixteen UAF Education/Special Education Divisions. An entry indicates UAF involvement in University or community settings. An entry also indicates whether a specific setting was employed for a specific purpose (e.g., training in diagnosis and prescription) within the minimal expectation is defined as KNOWLEDGE and/or SKILL.

Description:

The respondent selects only those settings employed in the training of the population identified on Page 1. The respondent places an X(s) to indicate the uses of that setting in the training of the previously defined population. On the form, these uses are labeled TRAINING COMPONENT. The respondent further specifies the minimal expectancy of the supervisor as regards training at that locale.

Academic Level: _____
(Enter Here)

BEST COPY AVAILABLE

CONDITIONS (Cont'd)

	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
Day Cares for the: (Cont'd)																								
Deaf																								
Emotionally disturbed																								
Mentally retarded																								
Multihandicapped																								
Neurologically impaired																								
Sensory impaired																								
Socially disabled																								
Day schools for the:																								
Blind																								
Brain injured																								
Deaf																								
Emotionally disturbed																								
Mentally retarded																								
Multihandicapped																								
Neurologically impaired																								
Sensory impaired																								
Socially disabled																								
Home:																								
Client patient																								
Group																								
Hospital																								
Geriatrics																								
Psychiatric																								
Other																								
Residential Care for the:																								
Blind																								
Brain injured																								
Deaf																								
Emotionally disturbed																								
Mentally retarded																								
Multihandicapped																								
Neurologically impaired																								
Sensory impaired																								
Socially disabled																								
Summer Camp for the:																								
Blind																								
Brain injured																								
Deaf																								
Emotionally disturbed																								
Mentally retarded																								
Multihandicapped																								
Neurologically impaired																								
Sensory impaired																								
Socially disabled																								
Montessori school																								
UAF facilities																								
Conference room																								
Seminar room																								
Video room																								

K - Knowledge S - Skill

Continue On Next Page

FIGURE 3

Commentary SEEP Unit 1, Page 4

Words in capitals refer to items on data collection forms.

Rationale:

Additional elements of an instructional objective are recorded on this page. Again these elements, INSTRUCTIONAL VEHICLE and MATERIALS are part of a specific training program defined by the population recorded on Page 1.

Description:

The respondent selects the INSTRUCTIONAL VEHICLES and MATERIALS employed in the training of the defined population. He identifies specific training linked to the instructional vehicle and materials by selecting the appropriate column under TRAINING COMPONENT. He indicates the minimal expectancy of the training activity.

Information concerning the Supervisor has already been recorded on Page 1.

Academic Level: _____
(Enter Here)

CONDITIONS (Cont'd)

	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
University facilities:																								
Auditorium																								
Classroom																								
Conference room																								
*Other (i.e. audio visual)																								
Vocational Rehabilitation Centers:																								
Adult day serv. Ctr.																								
Occupation Ctr.																								
Sheltered Workshops																								
Vocational Rehab. Ctr.																								
*Other																								
(3) Instructional Vehicle																								
Clinical rounds																								
Demonstrations																								
Follow-up conference																								
Lecture																								
Programs																								
Pre-approval conf.																								
Programmed instruct.																								
Seminar																								
Simulation																								
Staffing Conference																								
Tutorial																								
Workshops																								
(4) Materials																								
Audio (records & playback)																								
Disc record																								
Tape																								
Computers																								
*Diagnost. test & equipment																								
*Discriminary apparatus																								
Microfilm																								
Photographic																								
Still																								
Unmoved slides																								
Overhead transparencies																								
Motion Pictures																								
Print Materials																								
Lesson sheets																								
Workbooks																								
Text books																								
Client patient records																								
Reference materials																								
Video media																								
Closed circuit																								
Broadcast TV																								
Video tape (rec. & playbk)																								

K = Knowledge S = Skill

(5) Supervisor: *because of the special information requested by the Regional Advisory Committee and its relationship to trainee, this condition will be completed as part of the section on "TRAINEE"*

You have now completed the element of an instructional objective dealing with conditions.

NEXT STEP See "Instructions for ACTION VERBS."

FIGURE 4

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Commentary: SEEP Unit 1, Page 5

Words in capitals refer to items on data collection forms.

Rationale:

The element of an instructional objective labeled ACTION VERBS is recorded on this page. A training program based on instructional objectives should have its own language system, which distinguishes it from other training programs. The characteristics of the trainee, the knowledge or skill expectancy and the training component(s) in focus may all help to determine the "action" language used as the desired performance outcome from a particular training program.

Description:

The respondent selects those ACTION VERBS which he uses to describe the training that the specific trainees receive. More than likely, the respondent will select vocabulary appropriate to the specific trainee population, and link the vocabulary to training specialty (TRAINING COMPONENT) again specifying knowledge or skill expectancy.

Academic Level: _____
(Enter Here)

ACTION VERBS

	Pre-Service						In-Service					
	TRAINING COMPONENT						TRAINING COMPONENT					
	Diagnosis	Prescription	Treatment	Consultation	Instructional Technology	Research	Diagnosis	Prescription	Treatment	Consultation	Instructional Technology	Research
	K S	K S	K S	K S	K S	K S	K S	K S	K S	K S	K S	K S
Assess												
Define												
Determine												
Evaluate												
Identify												
Judge												
Observe												
Study												
Decide												
Draw up												
Give directions												
Give information												
Order												
Recommend												
Write												
Administer												
Develop instruction												
Follow through												
Give direct service												
Give therapy to												
Implement												
Manage												
Provide feedback												
Remediate												
Use prescription												
Advise												
Counsel												
Educate												
Deliberate												
Direct												
Question carefully												
Communicate												
Inform												
Prepare												
Provide												
Transmit												
Analyze												
Compare												
Measure												
Synthesize												
Others _____												

K = Knowledge S = Skill

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You have now completed the element of an instructional objective dealing with "ACTION VERBS". 5

NEXT STEP See "Instructions for MEASURES."

FIGURE 5

Commentary: SEEP Unit 1, Page 6

Words in capitals refer to items on data collection forms.

Rationale:

The component of an objective labeled MEASURES defines those specific methods (e.g., tests, reports, or client-patient performance) used to evaluate trainee performances in the program designed for the specific trainee population defined on Page 1.

Description:

The respondent indicates which MEASURES are used for the given trainee population. He relates these measures to each training component and the knowledge or skill expectancy which is being evaluated.

Academic Level: _____
(Enter Here)

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MEASURES	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
Written reports by trainee:																								
Essay																								
Research paper																								
Term paper																								
Case Study																								
"Objective" examinations completed by trainee:																								
Questionnaire																								
Checklist																								
Self report inventory																								
Self rating by student																								
Standardized exam																								
Oral examination taken by trainee:																								
Written reports on student performance prepared by:																								
Faculty																								
Clinical Supervisor																								
Others																								
Oral reports on student performance given by:																								
Faculty																								
Clinical Supervisor																								
Others																								
Settings where student performance is evaluated:																								
Conferences																								
Classroom activities																								
Clinical activities																								
On job setting																								
Simulations (e.g. role playing)																								
Performance of Impact Target:																								
Medical (e.g. discharge records, etc.)																								
Educational (Test scores)																								
Behavioral (e.g. contingency performance records)																								

K = Knowledge S = Skill

You have now completed the element of an instructional objective dealing with MEASURES.

NEXT STEP: See "Instruction for IMPACT TARGET."

FIGURE 6

Commentary: SEEP Unit 1, Page 7

Words in capitals refer to items on data collection form.

Rationale:

UAF's are involved in clinical services as well as training. In many UAF Programs the clinical service is used as a training vehicle. In others the relationship is not so dependent. Service to the client-patient may be used for training programs emphasizing only a knowledge expectancy. In such programs, the trainee only observes the CLIENT-PATIENT for a given purpose (e.g., knowledge in diagnosis). Other training programs designed for higher academic level trainees may include direct service for a given purpose (e.g., treatment). Such a program is skill-based.

Recorded numerical data reveals the actual relationship between training and clinical service (e.g., whether used for knowledge or skill expectancies). This data also indicates the type of service to the client-patient service activities.

Description:

The respondent indicates the number of client-patients used as a resource in training, for the defined population of trainees.

The respondent also describes the demographic information of that client-patient population.

IMPACT TARGET

NOTE

1. *Record in boxes the number of persons seen by the trainee for whom you are filling out the present form (e.g. special education undergraduates)*
2. *Use same time interval as chosen on page 1, Trainee Section.*
3. *Circle entry if the year time interval is used.*

Academic Level: _____
(Enter Here)

	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
Client patient:																								
Age 0-2																								
2-6																								
6-12																								
12-18																								
18+																								
Degree of handicap:																								
Mild																								
Moderate																								
Severe																								
Sex:																								
M																								
F																								
Type of Handicap:																								
Emotionally disturbed																								
Learning impaired (e.g. neurological)																								
Mentally retarded																								
Multihandicapped																								
Physically impaired																								
Sensory impaired (e.g. blind, deaf)																								
Socially disabled																								
Client patient and Family ethnic group:																								
Black																								
Chicano																								
Indian																								
Other																								
Socio-economic status:																								
Urban																								
Rural																								
Poor																								

K = Knowledge S = Skill

You have now completed the element of an instructional objective dealing with IMPACT TARGET.

NEXT STEP: Return to unworked item in "GENERAL INSTRUCTIONS." You will begin the Academic Sub-Set for the next level trainee.

FIGURE 7

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IV. OVERVIEW OF DATA ANALYSIS

1. Rationale for Data Tables

The data tables were first desinged to assist the program directors in establishing criteria for their training programs. The data tables in Unit I correspond to the conceptual framework which underlies it, that is, the components of an objective. This unifying structure allows data to be organized at various levels: the individual trainee, individual Special Education Division, the total Special Education program in relationship to another total program, settings used, type of evaluative instruments. Literally, thousands of data tables are possible. Decisions regarding generation of data tables were primarily based upon the regional committee meeting held in November, the Washington meeting with the BEH staff in December, and finally the Dissemination Conference in Atlanta in May. These data tables were also necessary to illustrate quantitatively the type, amount, level, and breath of individual training programs as well as serve to present the total impact of the entire UAF Special Education training supported by the Bureau for the Education of the Handicapped.

The purpose of Unit II was twofold: to verify the reliability of the data in Unit I and to gather information of the social-political context in which the Special Education division is working.

The need for site visits to obtain data was reemphasized in December by Dr. Aaronson as significant in both building relationships between project goals and individual UAF program directors; and illustrating the context, "physically" and "affectively" in which the programs must evolve. Site information gathered through interview and four individual data summaries are presented in Appendix B - by individual UAF division.

2. Scope of Data Tables

Within Unit I both summary and individual data tables are presented. The dimensions in both cases include independent variables; such as, the number of training programs, (N=16), numbers of disciplines served, academic and professional levels including parents, two service levels, training components, (diagnosis, prescription, treatment, consultation, instructional media, and research), skill and knowledge entries. This listing follows the conceptual framework of an instructional objective in Unit I. Combinations of these tables should assist UAF Special Education Directors in the decision making process. The decisions to be made involve the allocation of a limited set of resources for the purpose of training. More specifically, should the resources be allocated for training large numbers of undergraduates superficially, or for training proportionately smaller numbers of master's students more intensively?

Unit II is an instructional guide to the preparation of an instructional program for an entire UAF, a Special Education Division, an individual, or group of students. It also serves as a vehicle to measure cu current and projected communication networks between individual UAF divisions and departments of Special Education within a university. Unit II is based upon a seven point rating scale. It was completed by completed by directors of Special Education divisions within UAF; department chairmen, and directors of overall training within UAF's.

Standard Site visitation protocols were used in the interviews of personnel at all UAF's in order to provide a contextual frame of reference for data collected through Units I and II.

3. Data Treatment

All data collected via Unit I,II, and interviews, will be handled primarily in a descriptive fashion. Unit I will be broken down by components of an objective: Trainee Target, Conditions, Setting, Vehicle, Materials, and Measures. Criteria were not included because project personnel were unable to see criteria stated sufficiently clear in actual proposals or gained through discussion with Regional Committee.

Some individual summary tables indicate the presence or absence of a particular variable. But future data tables could indicate frequencey charts, percentages, etc. Summary percentages, and rankings are provided as well as total numbers of trainees and impact targets.

The strategy was to discuss the implication of the marginal frequencies in establishing trends of the Total UAF and to provide Division directors with a composite picture of the Total UAF with which to compare their individual programs.

Unit II will also be analyzed in a descriptive fashion through the use of bivariate tables based upon responses of the three groups who respond to the selected items. Marginal frequency for the three types of respondents are compared.

Site visitation schedules and interview protocols are summarized individually by UAF and can be found in Appendix B along with four individual UAF data tables.

V. DATA PRESENTATION AND ANALYSIS FOR UAF'S

A. UNIT I ANALYSIS

A particular training program is designed for a specific target population. As the population changes so does the program. Various descriptors can be employed in the definition of a specific population. This specific population is a group of trainees with similar characteristics relevant to the training process. Most frequently the UAF Education/Special Education Divisions define the homogeneity of the group in terms of academic identification (discipline of trainees), academic experience (class year), and employment experience (pre- or in-service).

A training program designed on the basis of these trainee descriptors can be thought of as a skeletal program, which should be the basic program for trainees in the classification identified by the descriptors. The basic program would be designed for the common needs of the trainees in the group. Individual differences not controlled by the classification scheme would result in the modification of the basic program. Specific elements would be added to the training package to accomodate individual needs on a case by case basis.

A training program designed by a particular UAF Education/Special Education Division is in reality a module which integrates withthe trainee's overall program. The trainee's overall program is the responsibility of the University and coordinated by it. The overall program would consist of at least two interrelated modules: training programs offered by the University departments, and the training programs offered via the UAF Divisions.

The composition of the trainee's overall program has direct bearing on the amount of time the Education/Special Education Division allocates to training a specific group. The overall program also dictates the content of the training.

Tables 1 and 2 identify training programs currecntly offered by the division. Tables 3 and 4 present the numbers of trainees served by the divisions. These tables present all training contacts made; however, the training program may be, by design, either very brief or very long. Tables 5 and 6 present the number of trainees who have overall programs that require minimal contact with the divisions. These tables include one-day workshops and other training experiences of brief duration. Tables 7 and 8 present the number of trainees who have overall program which require intensive training programs offered by the divisions. Table 9 identifies trainees by contact hours.

Tables 1 through 9 each deal with the first element of an instructional objective recorded in Unit 1, i.e. the TRAINEE.

TABLE I

FORMAT:

Divisions are identified on the horizontal axis. Disciplines of trainees are identified on the vertical axis. The top portion of the vertical axis (ADMINISTRATION through VOCATIONAL REHABILITATION) includes starred items. The starred items are summary headings. The remaining portions of the table present disciplines included in the summary headings.

DATE ENTRY:

- Yes indicates that a particular division has a training program for trainees from a particular discipline.
- Blank indicates that no training program is currently offered for that trainee population.
- Sum of rows represents the total number of Education/Special Education Divisions with training programs for specific discipline groups.
- Sum of columns indicates the total number of specific discipline groups trained by the Division.

DISCUSSION OF TABLE:

The first portion of the table illustrates the similarity among the 16 UAF Education/Special Education Divisions' training programs. The majority are involved in the training of students from several academic disciplines. Sixteen divisions train students from at least one of the Education disciplines. Fourteen train

DISCUSSION OF TABLE (cont.)

students from at least one of the Psychology disciplines. The numbers of divisions training students from Medicine, Social Work, Communicative Disorders, and Nursing are twelve, thirteen, twelve, and eleven, respectively. Eleven divisions train students from at least one of the Therapy disciplines.

The rank ordering reveals that the trainees served by the divisions are those most traditionally aligned with providing service to "special children."

Further examination of the first portion of the table reveals the variety among divisions. Some of the divisions are attracting students from disciplines which do not always serve "special children" in conjunction with Educators. Such examples provide training experiences which underscore the educational needs of the children, yielding personnel with unique and diverse experience whose influence will result in better coordinated service delivery.

The remaining portions of the table also demonstrate the variety of training programs currently offered by the divisions. An inspection of the Education disciplines reveals that each division has students from Special Education. In addition, nine divisions train students from other Education disciplines.

It is apparent that of the disciplines comprising Medicine, Pediatrics is most frequently represented. This portion of the table also demonstrates that if a division trains a particular discipline group under the heading Medicine, the division is more likely to train students from at least one other discipline under Medicine as well

(Table I continued on next page)

TABLE 1 (continued)

DISCUSSION OF TABLE (continued)

The portion of the table representing training programs for the various Psychology disciplines indicates the divisions most frequently train students from General Psychology. Only one division contributes to training of Behavioral Psychologists, and only one division trains Clinical Psychologists.

The section under the heading Therapy illustrates that the divisions most frequently train students from Occupational or Physical Therapy, although no more than half the divisions provide these training programs.

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SUMMARY TABLE I

PRESENCE OR ABSENCE OF TRAINING PROGRAMS CURRENTLY OFFERED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
A TRAINING PROGRAM IS IDENTIFIED BY THE DISCIPLINE OF THE TRAINEE.

UAF

DISCIPLINE GROUP	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS
ADMINISTRATION	-	-	-	-	-	-	-	-	-	-	-	YES	-	-	-	YES	2
AUDIOLOGY	YES	-	-	-	-	-	-	-	-	YES	YES	-	YES	YES	-	YES	6
BIOCHEMISTRY	-	-	-	-	-	-	-	-	-	-	-	-	-	YES	-	-	1
CHILD DEVELOPMT	YES	-	-	-	-	-	-	-	-	-	YES	YES	-	-	YES	YES	5
COMMUNITY DISORD	YES	-	YES	YES	-	YES	YES	YES	YES	YES	YES	YES	-	-	YES	YES	12
DENTISTRY	YES	-	YES	-	-	-	-	YES	YES	YES	YES	-	-	YES	-	YES	8
*EDUCATION	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	16
HOME ECONOMICS	-	-	-	-	-	-	-	-	-	-	-	YES	-	-	-	-	1
LAW	-	-	-	-	-	-	-	-	-	-	YES	-	-	-	-	-	1
MATRNL-CHLD HLTH	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	YES	1
*MEDICINE	YES	YES	YES	YES	-	-	-	YES	YES	YES	YES	YES	YES	YES	-	YES	12
NURSING	YES	YES	YES	-	YES	YES	-	YES	YES	YES	YES	-	-	YES	-	YES	11
NURSING (LPN)	-	-	-	-	-	-	-	-	-	-	YES	-	-	-	-	-	1
NUTRITION	YES	-	YES	-	YES	-	-	-	YES	YES	YES	-	-	YES	-	YES	8
*PSYCHOLOGY	YES	YES	YES	YES	YES	YES	-	-	YES	YES	YES	YES	YES	YES	YES	YES	14
RELIGION	-	-	-	-	YES	-	-	-	-	-	-	-	-	-	-	-	1
SOCIAL WORK	YES	YES	YES	YES	YES	-	-	YES	YES	YES	YES	YES	YES	YES	-	YES	13
*THERAPY	YES	-	YES	-	YES	YES	YES	YES	YES	YES	YES	-	YES	-	-	YES	11
VOCATNL REHAB.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	YES	1
*EDUCATION																	
COUNSELING	-	-	-	-	-	-	-	-	-	-	-	YES	-	-	-	-	1
EARLY CHILDHD	-	-	YES	-	-	YES	-	-	-	-	YES	-	-	YES	-	-	3
EDUC. PSYCHOL	-	-	YES	-	-	YES	-	-	-	-	-	-	YES	YES	-	YES	5
GENERAL	-	YES	-	-	YES	-	-	-	-	-	-	YES	YES	-	-	YES	5
HEALTH	-	-	-	-	-	YES	-	-	-	-	-	-	-	-	-	-	1
PHYSICAL	-	-	-	-	-	YES	-	-	-	-	YES	YES	YES	-	-	-	4
READING	-	-	-	-	-	-	-	-	-	-	-	-	-	YES	-	-	1
SPECIAL	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	16
*MEDICINE																	
GENETICS	-	-	-	-	-	-	-	-	-	-	-	-	YES	-	-	-	1
NEUROLOGY	-	-	-	-	-	-	-	-	-	YES	YES	-	-	YES	-	-	3
OPTOMETRY	-	-	-	-	-	YES	-	-	-	-	-	-	-	-	-	-	1
PEDIATRICS	YES	YES	-	YES	-	-	-	YES	YES	-	YES	YES	-	YES	-	YES	9
PSYCHIATRY	-	YES	YES	-	-	-	-	-	YES	YES	YES	-	-	YES	-	YES	7
*PSYCHOLOGY																	
BEHAVIORAL	-	-	-	-	YES	-	-	-	-	-	-	-	-	-	-	-	1
CHILD	-	-	-	-	-	-	-	-	-	-	YES	-	-	-	-	-	1
CLINICAL	-	YES	-	-	-	YES	-	-	-	-	-	-	YES	-	-	-	3
GENERAL	YES	-	YES	YES	-	-	-	-	YES	YES	-	YES	-	YES	YES	YES	9
*THERAPY																	
MUSIC	-	-	-	-	YES	YES	YES	-	-	-	-	-	YES	-	-	-	4
OCCUPATIONAL	YES	-	YES	-	YES	-	YES	YES	-	YES	YES	-	-	-	-	YES	8
PHYSICAL	-	-	YES	-	-	-	-	YES	YES	YES	YES	-	-	-	-	YES	6
RECREATIONAL	-	-	-	-	YES	YES	-	-	-	-	-	-	YES	-	-	-	3
TOTAL	11	7	12	5	10	11	4	8	10	12	18	11	10	14	4	18	

TABLE 2

FORMAT:

The academic levels of the trainees are identified on the horizontal axis. Each level has a subheading PRE and IN refering to the service level of the trainee. The PRE column indicates the trainee has only academic experience, the IN column indicates employment experience. The heading MEDICAL refers to degree programs which require internships or residencies. The heading PARENTS refers to groups of trainees who may be from any disciplinary background (for accounting purposes their discipline is identified as Special Education). The heading MIXED refers to a category of training programs for trainees of various disciplines at the higher level of academic training.

The disciplines of the trainees are identified on the vertical axis. The top portion of the vertical axis (ADMINISTRATION through VOCATIONAL REHABILITATION) includes starred items. The starred items are summary headings. The remaining portions of the table present the disciplines included in the summary headings.

DATA ENTRY:

A numerical entry indicates the number of UAF Education/Special Education Divisions which have training programs designed for trainees from a particular academic level and service level associated with a particular disciplinary background.

A zero indicates that a Division does not currently have a training program for that classification.

DISCUSSION OF TABLE:

The largest number of Divisions have training programs for the Education disciplines. Heaviest concentration of programs is in Special Education for trainees working toward a Masters degree with only academic experience. It is the only category in which all sixteen Divisions are represented.

In general, the largest number of Divisions offer training programs for trainees either working toward a Masters of Doctoral degree, who have not been employed in their disciplinary specialty.

In the disciplines headed MEDICINE, the largest number of training programs is for pediatritions. Five Divisions currently provide training for pediatritions before their residency. Other categories in the typology describing MEDICINE are offered by no more than two Divisions.

In the most frequently represented disciplines identifie by TABLE 1, this table provides additional information. Training programs have been developed primarily for graduate level students. As a rule, no more than three Divisions offer programs for B.A. trainees. Noticable exceptions are Special Education, offered by twelve; Nursing, offered by five; and Occupational Therapy, offered by five Divisions. The last two findings are not supervising since these disciplines, Nursing and Occupational Therapy, are primarily undergraduate for five-year programs which do not include a Masters degree.

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SUMMARY TABLE 2
THE NUMBER OF UAF EDUCATION/SPECIAL EDUCATION DIVISIONS CURRENTLY PROVIDING TRAINING FOR SPECIFIC GROUPS OF TRAINEES.
GROUPS ARE DEFINED BY DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	PA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED	
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN
ADMINISTRATION	0	0	1	0	1	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	4	1	3	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	1	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	3	0	2	0	2	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	3	1	11	0	4	1	0	0	0	0	0	0	0	0
DENTISTRY	2	0	2	0	1	0	1	0	1	1	0	0	1	1
*EDUCATION	13	6	16	8	11	6	1	1	0	0	0	3	0	3
HOME ECONOMICS	0	0	1	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	1	0
MATRNL-CHLD HLTH	0	0	0	0	1	0	0	0	0	0	0	0	0	0
*MEDICINE	1	0	0	0	6	2	1	0	3	1	0	0	2	2
NURSING	5	1	4	3	1	1	0	0	0	0	0	0	0	2
NURSING (LPN)	1	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	2	0	6	3	1	1	0	1	0	0	0	0	0	1
*PSYCHOLOGY	4	0	7	0	11	1	1	0	0	0	0	0	0	1
RELIGION	0	0	0	1	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	3	0	11	2	2	0	1	0	0	0	0	0	0	1
*THERAPY	7	1	6	3	2	0	0	0	0	0	0	0	0	1
VOCATNL REHAB.	0	0	0	0	1	0	0	0	0	0	0	0	0	0
*EDUCATION														
COUNSELING	0	0	1	0	1	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	2	0	2	1	2	1	0	1	0	0	0	0	0	0
EDUC. PSYCHOL	1	0	1	0	3	1	1	1	0	0	0	0	0	1
GENERAL	3	2	1	1	1	1	0	0	0	0	0	0	0	0
HEALTH	1	0	1	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	2	0	4	0	3	0	0	0	0	0	0	0	0	0
READING	0	0	1	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	12	4	16	7	10	4	0	1	0	0	0	3	0	3
*MEDICINE														
GENETICS	1	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	1	1	0	0	1	1
OPTOMETRY	1	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	5	2	0	0	2	0	0	0	2	2
PSYCHIATRY	0	0	0	0	2	0	1	0	2	0	0	0	1	1
*PSYCHOLOGY														
BEHAVIORAL	0	0	1	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	1	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	1	0	0	0	3	0	0	0	0	0	0	0	0	0
GENERAL	3	0	5	0	8	1	1	0	0	0	0	0	0	1
*THERAPY														
MUSIC	3	0	1	1	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	5	1	2	2	1	0	0	0	0	0	0	0	0	1
PHYSICAL	3	0	2	0	1	0	0	0	0	0	0	0	0	0
RECREATIONAL	1	0	2	2	1	0	0	0	0	0	0	0	0	0

TABLE 3

FORMAT:

Divisions are identified on the horizontal axis. Disciplines of trainees are identified on the vertical axis. The top portion of the vertical axis (ADMINSTRATION through VOCATIONAL REHABILITATION) includes starred items. The starred items are summary headings. The remaining portions of the table present disciplines included in the summary headings.

DATE ENTRY:

A numerical entry is the number of trainees in a group identified by the typology. The number represents trainees who recieve any training via the Division. A blank indicates that there were no trainees in a particular classification.

DISCUSSION OF TABLE:

The table presents all trainees served by a particular Division. Hence each entry can represent a variety of programs for that group. An entry can contain trainees whose degree program requires minimal training by the Division, or extensive training by the Division. This table is closely related to TABLE 5, which identifies trainees in degree program requiring eight or less hours contact via the Divisions; and TABLE 7 identifying trainees in training programs of longer duration than eight hours.

The Divisions contribute to the training of a grand total of 18,315 individuals. The first portion of the table illustrates the similarity among the sixteen UAF Education/Special Education Divisions.

DISCUSSION OF TABLE (continued)

The largest number of trainees 12,203 are from Education disciplines. Trainees from Communicative Disorders ranks second with 1,561 individuals. The Medical disciplines account for over a thousand trainees. The Divisions train 993 Social Workers. The Nursing is represented by 759 trainees. The Psychology disciplines have 591. If child development is included here, Psychology then reaches 911 trainees. The Therapy disciplines account for 433 trainees.

Further inspection of the first portion of the table reveals the ability of the Divisions to provide training experiences unique to trainees from diverse disciplinary backgrounds. The majority of the Divisions provide some of those training programs. An example would be DENTISTRY; eight Divisions train Dentists, yet, the total number is 55 trainees. Further examples of promatic experimentation would be the development of training programs for trainees in ADMINISTRATION, BIOCHEMISTRY, or LAW.

Inspection of the remaining portions of the table, again, illustrates the variety of trainees and the ability of the Divisions to formulate training programs for individual of unique disciplinary backgrounds.

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SUMMARY TABLE NO. 3
NUMBER OF TRAINEES SERVED BY ALL UAF EDUCATION/SPECIAL EDUCATION DIVISIONS.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND UAF.

DISCIPLINE GROUP	UAF: ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	10	11
AUDIOLOGY	11	0	0	0	0	0	0	0	0	4	12	0	2	9	0	1	39
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
CHILD DEVELOPMT	37	0	0	0	0	0	0	0	0	0	265	1	0	0	16	1	320
COMMUNCTV DISORD	1396	0	6	31	0	51	7	8	7	8	10	7	0	0	28	2	1561
DENTISTRY	31	0	2	0	0	0	0	2	1	4	1	0	0	13	0	1	55
*EDUCATION	1990	228	379	1305	1234	387	209	2519	196	294	363	965	112	414	1218	390	12203
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
LAW	0	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0	9
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10
*MEDICINE	383	176	2	30	0	4	0	7	29	15	36	12	125	174	0	14	1007
NURSING	315	50	3	0	5	1	0	3	78	20	124	0	0	159	0	1	759
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	102	0	0	0	0	0	102
NUTRITION	105	0	21	0	5	0	0	0	22	2	16	0	0	15	0	27	213
*PSYCHOLOGY	257	6	21	32	12	2	0	0	9	16	20	19	3	101	92	1	591
RELIGION	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5
SOCIAL WORK	90	2	3	652	65	0	0	27	38	20	32	39	2	13	0	10	993
*THERAPY	115	0	29	0	37	58	83	15	1	43	36	0	17	0	0	3	433
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
T O T A L	4730	462	462	2050	1363	503	299	2581	381	426	1026	1045	261	900	1354	472	18315
***EDUCATION**																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3
EARLY CHILDHD	0	0	3	0	0	6	0	0	0	0	154	0	0	32	0	0	195
EDUC. PSYCHOL	0	0	3	0	0	22	0	0	0	0	0	0	7	4	0	71	107
GENERAL	0	162	0	0	1110	0	0	0	0	0	0	28	20	0	0	120	1440
HEALTH	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	12
PHYSICAL	0	0	0	0	0	93	0	0	0	0	6	1	40	0	0	0	140
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	14
SPECIAL	1990	66	373	1305	124	254	209	2519	196	294	203	933	45	364	1218	199	10292
***MEDICINE**																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	125	0	0	0	125
NEUROLOGY	0	0	0	0	0	0	0	0	0	11	1	0	0	2	0	0	14
OPTOMETRY	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	4
PEDIATRICS	383	6	0	30	0	0	0	7	23	0	17	12	0	170	0	1	649
PSYCHIATRY	0	170	2	0	0	0	0	0	6	4	18	0	0	2	0	13	215
***PSYCHOLOGY**																	
BEHAVIORAL	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12
CHILD	0	0	0	0	0	0	0	0	0	0	20	0	0	0	0	0	20
CLINICAL	0	6	0	0	0	2	0	0	0	0	0	0	3	0	0	0	11
GENERAL	257	0	21	32	0	0	0	0	9	16	0	19	0	101	92	1	548
***THERAPY**																	
MUSIC	0	0	0	0	5	1	56	0	0	0	0	0	2	0	0	0	64
OCCUPATIONAL	115	0	17	0	27	0	27	7	0	33	6	0	0	0	0	1	233
PHYSICAL	0	0	4	0	0	0	0	8	1	10	30	0	0	0	0	2	59
RECREATIONAL	0	0	0	0	5	57	0	0	0	0	0	0	15	0	0	0	77

TABLE 4

FORMAT:

The academic levels of the trainees are identified on the horizontal axis. Each level has a subheading PRE and IN, refering to the service level of the trainee. The PRE column indicates a pre-employment setting while in-service means currently employed. The heading MEDICAL refers to degree programs which require internships or residencies. The heading PARENTS refers to groups of trainees who may be from any disciplinary background (for accounting purposes their discipline is identified as Special Education). The heading MIXED refers to a category of training programs for trainees of various disciplines at the higher level of academic training.

The disciplines of the trainees are identified on the vertical axis. The top portion of the vertical axis (ADMINISTRATION through VOCATIONAL REHABILITATION) includes starred items. The starred items are summary headings. The remaining portions of the table present the disciplines included in the summary headings.

DATA ENTRY:

A numerical entry is the number of trainees in a group identified by the typology. The number represents trainees who recieved any training via the Division.

A zero indicates that there were no trainees in a particular classification.

DISCUSSION OF TABLE:

The largest number of trainees occur in the Education

DISCUSSION OF TABLE (continued)

disciplines. The heaviest concentration of trainees are in Special Education accounting for over 80 percent of the trainees in the education disciplines. Of the Special Education trainees, the largest number of trainees are at the Masters level and are preservice. Table 2 identified that this category of trainees is the only category trained by all sixteen Special Education Divisions. The next largest number is for B.S. pre-service trainees in progress offered offered by 13 Divisions.

The majority of the Divisions train primarily graduate students, yet, in terms of the number, trainees in B.A. preservice category is well represented. Subsequent tables describe the length of training for these students.

In the disciplines headed MEDICINE, the largest number of trainees is for pediatricians prior to internship or residency.

Although the majority of Divisions offer training programs primarily for graduate students, those Divisions which do offer programs for undergraduate students train large numbers of students. Thus, the SUPER-UAF trains students from each academic level although the responsibility for training certain academic levels is in effect delegated to certain Divisions.

Looking at the totals column for PRE- and IN- service for each discipline it can be seen that the trainees are more likely to be preservice. The exceptions to this trend are Special Education, Communicative Disorders, and Social Work. The latter two at the graduate level train twice as many inservice personnel than preservice. These figures reflect the high communit based training of personnel in many divisions.

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SUMMARY TABLE NO. 4 FOR ALL INSTITUTES TOGETHER
NUMBER OF TRAINEES SERVED BY ALL UAF EDUCATION/SPECIAL EDUCATION DIVISIONS.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	1	0	10	0	0	0	0	0	0	0	0	0	11	0	11
AUDIOLOGY	0	0	23	11	5	0	0	0	0	0	0	0	0	0	28	11	39
BIOCHEMISTRY	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
CHILD DEVELOPMT	299	0	20	0	2	0	0	0	0	0	0	0	0	0	320	0	320
COMMUNCTV DISORD	257	586	212	584	16	4	0	0	0	0	0	0	0	0	485	1076	1561
DENTISTRY	12	0	24	0	1	0	2	0	1	11	0	0	1	3	41	14	55
*EDUCATION	2621	1258	2816	1135	145	113	60	9	0	0	0	3763	0	283	6172	6031	12203
HOME ECONOMICS	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
LAW	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9	0	9
MATRNL-CHLD HLTH	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0	10
*MEDICINE	129	0	0	0	226	383	2	0	193	1	0	0	61	12	611	396	1007
NURSING	592	7	29	96	1	1	0	0	0	0	0	0	0	33	622	137	759
NURSING (LPN)	102	0	0	0	0	0	0	0	0	0	0	0	0	0	102	0	102
NUTRITION	104	0	64	37	1	2	0	2	0	0	0	0	0	3	169	44	213
*PSYCHOLOGY	225	0	173	0	104	2	9	0	0	0	0	0	0	78	511	80	591
RELIGION	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
SOCIAL WORK	29	0	245	640	72	0	4	0	0	0	0	0	0	3	350	643	993
*THERAPY	249	30	79	50	5	0	0	0	0	0	0	0	0	20	333	100	433
VOCATNL REHAB.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
T O T A L	4618	1881	3687	2558	661	505	17	11	194	12	0	3763	71	435	9778	8537	18315
*EDUCATION																	
COUNSELING	0	0	2	0	1	0	0	0	0	0	0	0	0	0	3	3	7
EARLY CHILDHD	182	8	4	2	1	1	0	3	0	0	0	0	0	0	189	6	195
EDUC. PSYCHOL	10	0	3	0	82	5	0	3	0	0	0	0	0	4	95	12	107
GENERAL	293	965	28	160	1	23	0	0	0	0	0	0	0	0	292	1148	1440
HEALTH	10	0	2	0	0	0	0	0	0	0	0	0	0	0	12	0	12
PHYSICAL	105	0	26	0	9	0	0	0	0	0	0	0	0	0	140	0	140
READING	0	0	14	0	0	0	0	0	0	0	0	0	0	0	14	0	14
SPECIAL	2051	293	2737	973	109	84	0	3	0	0	0	3763	0	279	5427	4865	10292
*MEDICINE																	
GENETICS	125	0	0	0	0	0	0	0	0	0	0	0	0	0	125	0	125
NEUROLOGY	0	0	0	0	0	0	0	0	10	1	0	0	1	2	11	3	14
OPTHMETRY	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
PEDIATRICS	0	0	0	0	209	383	0	0	7	0	0	0	42	8	258	391	649
PSYCHIATRY	0	0	0	0	17	0	2	0	176	0	0	0	18	2	213	2	215
*PSYCHOLOGY																	
BEHAVIORAL	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12	0	12
CHILD	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
CLINICAL	1	0	0	0	10	0	0	0	0	0	0	0	0	0	11	0	11
GENERAL	224	0	141	0	94	2	9	0	0	0	0	0	0	78	468	80	548
*THERAPY																	
MUSIC	41	0	18	5	0	0	0	0	0	0	0	0	0	0	59	5	64
OCCUPATIONAL	122	30	30	30	1	0	0	0	0	0	0	0	0	20	153	80	233
PHYSICAL	48	0	9	0	2	0	0	0	0	0	0	0	0	0	59	0	59
RECREATIONAL	38	0	22	15	2	0	0	0	0	0	0	0	0	0	62	15	77

TABLE 5

FORMAT:

Divisions are identified on the horizontal axis. Disciplines of trainees are identified on the vertical axis. The top portion of the vertical axis (ADMINISTRATION through VOCATIONAL REHABILITATION) includes starred items. The starred items are summary headings. The remaining portions of the table present disciplines included in the summary headings.

DATE ENTRY:

A numerical entry is the number of trainees in a group identified by the typology. The number represents trainees who recieved eight hours or less training via the Division.

DISCUSSION OF TABLE:

The table identifies those groups of trainees in degree programs requiring eight or less hours contact via the Divisions. The training described by the time frame would include one day workshops, two hour lectures to specify disciplinary groups with such topics as diagnosis and assessment and related topics included in an orientation to disciplinary functioning. It would also include observations in clinical settings.

Training occuring in this time span accounts for two-thirds of the trainees. A rank ordering reveals that the disciplines have the largest number trained in the time span of eight hours or less. The rank order is based on numbers; in terms of percentages, 74 percent of education trainees recieve eight hours or less training contact via

DISCUSSION OF TABLE (continued)

the Divisions. This table accounts for 88 percent of trainees from Communicative Disorders, 91 percent from Medicine, 68 percent from Social Work, 83 percent from Nursing, 57 percent from Psychology, but only 30 percent from the Therapies.

Certain disciplines only recieve training in this time frame. They are Biochemistry, Maternal and Child Health, Religion, Reading, and Genetics; with the exception of six trainees, so does Child Development, as does L.P.N. with the exception of two trainees.

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SUMMARY TABLE NO. 5
NUMBER OF TRAINEES SERVED BY ALL UAF EDUCATION/SPECIAL EDUCATION DIVISIONS.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND UAF.

TRAINING CONSISTS OF 8 HOURS OF LESS.

DISCIPLINE GROUP	UAF																
	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	5	0	0	0	0	0	0	0	0	0	10	0	0	0	0	0	15
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
CHILD DEVELOPMT	30	0	0	0	0	0	0	0	0	0	260	0	0	0	16	0	306
COMMUNCTV DISORD	1346	0	0	25	0	0	0	0	0	0	0	6	0	0	0	0	1377
DENTISTRY	20	0	2	0	0	0	0	0	0	0	0	0	0	13	0	0	35
*EDUCATION	1468	164	327	1275	587	130	0	2450	34	200	308	650	20	370	898	155	9036
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10
*MEDICINE	380	144	0	25	0	0	0	0	22	0	18	12	125	174	0	12	912
NURSING	308	50	3	0	5	0	0	0	8	0	100	0	0	159	0	0	633
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0	0	100
NUTRITION	91	0	21	0	5	0	0	0	22	0	0	0	0	15	0	26	180
*PSYCHOLOGY	133	0	0	25	0	0	0	0	0	0	0	7	0	95	80	0	340
RELIGION	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5
SOCIAL WORK	0	0	3	625	0	0	0	0	0	0	5	39	0	11	0	0	683
*THERAPY	67	0	17	0	10	0	0	0	0	10	14	0	15	0	0	0	133
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	3848	358	373	1975	612	130	0	2450	86	210	815	714	160	839	994	203	13767
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	150	0	0	32	0	0	182
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	5	4	0	60	69
GENERAL	0	150	0	0	500	0	0	0	0	0	0	28	15	0	0	38	731
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	0	14
SPECIAL	1468	14	327	1275	87	130	0	2450	34	200	158	622	0	320	898	57	8040
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	125	0	0	0	125
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	380	0	0	25	0	0	0	0	22	0	0	12	0	170	0	0	609
PSYCHIATRY	0	144	0	0	0	0	0	0	0	0	18	0	0	2	0	12	176
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	133	0	0	25	0	0	0	0	0	0	0	7	0	95	80	0	340
*THERAPY																	
MUSIC	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5
OCCUPATIONAL	67	0	17	0	0	0	0	0	0	10	4	0	0	0	0	0	98
PHYSICAL	0	0	0	0	0	0	0	0	0	0	10	0	0	0	0	0	10
RECREATIONAL	0	0	0	0	5	0	0	0	0	0	0	0	15	0	0	0	20

TABLE 6

FORMAT:

The academic levels of the trainees are identified on the horizontal axis. Each level has a subheading PRE and IN, refering to the service level of the trainee. The PRE column indicates a pre-employment setting while in-service means currently employed. The heading MEDICAL refers to degree programs which require internships or residencies. The heading PARENTS refers to groups of trainees who may be from any disciplinary background (for accounting purposes their discipline is identified as Special Education). The heading MIXED refers to a category of training programs for trainees of various disciplines at the higher level of academic training.

The disciplines of the trainees are identified on the vertical axis. The top portion of the vertical axis (ADMINISTRATION through VOCATIONAL REHABILITATION) includes starred items. The starred items are summary headings. The remaining portions of the table present the disciplines included in the summary headings.

DATE ENTRY:

A numerical entry is the number of trainees in a group identified as having recieved eight hours of training or less by discipline.

A zero indicates that there were no trainees in a particular classification.

DISCUSSION OF TABLE:

This table numerically underscores the high proportion of orientation, introductory and/or short intensive controls with more than two-thirds of all trainees or the Total UAF. Analysis of individual UAF Special Education Divisions reflects a disproportionate emphasis or time commitment to this type of training. However, not all individual Divisions contribute equally to this outcome. In fact, two programs account for almost 50% of the 13,707 trainees reported here. A large Parent segment is obvious here as well as significant numbers of preservice B.A. and M.A. students. What is also interesting is that pre- and in-service status is approximately equal 6671 and 7096 respectively.

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SUMMARY TABLE NO. 6 FOR ALL INSTITUTES TOGETHER
NUMBER OF TRAINEES SERVED BY ALL UAF EDUCATION/SPECIAL EDUCATION DIVISIONS.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 6 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ANATOMY	0	0	10	5	0	0	0	0	0	0	0	0	0	0	10	5	15
BIOCHEMISTRY	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
CHILD DEVELOPMT	290	0	16	0	0	0	0	0	0	0	0	0	0	0	306	0	306
COMMUNCTV DISORD	230	1072	63	0	8	4	0	0	0	0	0	0	0	0	301	1076	1377
DENTISTRY	10	0	20	0	0	0	2	0	0	0	0	0	0	3	32	3	35
*EDUCATION	1724	586	1908	732	99	39	0	0	0	0	530	3233	0	185	4261	4775	9036
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0	10
*MEDICINE	125	380	0	0	213	0	0	0	144	0	0	0	43	7	525	387	912
NURSING	507	0	3	96	0	0	0	0	0	0	0	0	0	27	510	123	633
NURSING (LPN)	100	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	100
NUTRITION	87	0	61	25	0	2	0	2	0	0	0	0	0	3	148	32	180
*PSYCHOLOGY	130	0	115	0	45	0	0	0	0	0	0	0	0	50	290	50	340
RELIGION	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
SOCIAL WORK	0	0	80	600	0	0	0	0	0	0	0	0	0	3	80	603	683
*THERAPY	61	10	35	23	0	0	0	0	0	0	0	0	0	4	96	37	133
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	3264	2048	2311	1486	377	45	2	2	144	0	530	3233	43	282	6671	7096	13767
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	182	0	0	0	0	0	0	0	0	0	0	0	0	0	182	0	182
EDUC. PSYCHOL	0	0	0	0	60	5	0	0	0	0	0	0	0	4	60	9	69
GENERAL	108	515	28	0	0	0	0	0	0	0	0	0	0	0	216	515	731
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	14	0	0	0	0	0	0	0	0	0	0	0	14	0	14
SPECIAL	1354	71	1866	732	39	34	0	0	0	0	0	530	0	181	3789	4251	8040
*MEDICINE																	
GENETICS	125	0	0	0	0	0	0	0	0	0	0	0	0	0	125	0	125
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	201	380	0	0	0	0	0	0	25	3	226	383	609
PSYCHIATRY	0	0	0	0	12	0	0	0	144	0	0	0	18	2	174	2	176
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	130	0	115	0	45	0	0	0	0	0	0	0	0	50	290	50	340
*THERAPY																	
MUSIC	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
OCCUPATIONAL	51	10	30	3	0	0	0	0	0	0	0	0	0	4	81	17	98
PHYSICAL	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	0	10
RECREATIONAL	0	0	5	15	0	0	0	0	0	0	0	0	0	0	5	15	20

TABLE 7

FORMAT:

Divisions are identified on the horizontal axis. Disciplines of trainees are identified on the vertical axis. The top portion of the vertical axis (ADMINISTRATION through VOCATIONAL REHABILITATION) includes starred items. The starred items are summary headings. The remaining portions of the table present disciplines included in the summary headings.

DATA ENTRY:

A numerical entry is the number of trainees in a group identified by the typology. The number represents trainees who recieved training ranging from nine to more than 300 hours via the individual Divisions.

DISCUSSION OF TABLE:

The table identifies those groups of trainees in degree programs requiring an extensive clinical or practicum placement. These training activities include repeated participations in supervised assessments, development and implementation of treatment plans, consultation and related training attitudes of others. Research and program consultation are also included here.

The total number of trainees reported here reflects approximately one-third of all trainees. Except for the highest number of trainees found in education, the ranking noted earlier is somewhat reversed. With Social Work (310) and Therapy (300) almost at a tie for second with Psychology and Communicative Disorder (184) third and fourth. Nursing and

DISCUSSION OF TABLE (continued)

Medicine run fifth (126) and sixth (95) respectively. In terms of percentages, 68 percent of education trainees recieved nine or more hours of training via the Divisions. The remaining six disciplines represent 6 percent or less of the training recieved from Special Educators of nine or more hours.

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SUMMARY TABLE NO. 7
NUMBER OF TRAINEES SERVED BY ALL UAF EDUCATION/SPECIAL EDUCATION DIVISIONS.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND UAF.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	UAF ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	[illegible]	11
AUDIOLOGY	7	0	0	0	0	0	0	0	0	4	2	0	2	9	0	[illegible]	24
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	[illegible]	0
CHILD DEVELOPMT	7	0	0	0	0	0	0	0	0	0	5	1	0	0	0	[illegible]	14
COMMUNCTV DISORD	50	0	6	6	0	51	7	8	7	8	10	1	0	0	28	2	184
DENTISTRY	11	0	0	0	0	0	0	2	1	4	1	0	0	0	0	1	20
*EDUCATION	522	64	52	30	647	257	209	69	162	94	55	315	92	44	320	235	3167
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
LAW	0	0	0	0	0	0	0	0	0	0	9	0	0	0	0	0	9
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	3	32	2	5	0	4	0	7	7	15	18	0	0	0	0	2	95
NURSING	7	0	0	0	0	1	0	3	70	20	24	0	0	0	0	1	126
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	2
NUTRITION	14	0	0	0	0	0	0	0	0	2	16	0	0	0	0	1	33
*PSYCHOLOGY	124	6	21	7	12	2	0	0	9	16	20	12	3	6	12	1	251
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	90	2	0	27	65	0	0	27	38	20	27	0	2	2	0	10	310
*THERAPY	48	0	8	0	27	58	83	15	1	33	22	0	2	0	0	3	300
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
TOTAL	882	104	89	75	751	373	299	131	295	216	211	331	101	61	360	269	4548
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	3
EARLY CHILDHD	0	0	3	0	0	6	0	0	0	0	4	0	0	0	0	0	13
EDUC. PSYCHOL	0	0	3	0	0	22	0	0	0	0	0	0	2	0	0	11	38
GENERAL	0	12	0	0	610	0	0	0	0	0	0	0	5	0	0	82	709
HEALTH	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	12
PHYSICAL	0	0	0	0	0	93	0	0	0	0	6	1	40	0	0	0	140
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	522	52	46	30	37	124	209	69	162	94	45	311	45	44	320	142	2252
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	11	1	0	0	0	0	0	12
OPTOMETRY	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	4
PEDIATRICS	3	6	0	5	0	0	0	7	1	0	17	0	0	0	0	1	40
PSYCHIATRY	0	26	2	0	0	0	0	0	6	4	0	0	0	0	0	1	39
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12
CHILD	0	0	0	0	0	0	0	0	0	0	20	0	0	0	0	0	20
CLINICAL	0	6	0	0	0	2	0	0	0	0	0	0	3	0	0	0	11
GENERAL	124	0	21	7	0	0	0	0	9	16	0	12	0	6	12	1	208
*THERAPY																	
MUSIC	0	0	0	0	0	1	56	0	0	0	0	0	2	0	0	0	59
OCCUPATIONAL	48	0	0	0	27	0	27	7	0	23	2	0	0	0	0	1	135
PHYSICAL	0	0	0	0	0	0	0	8	1	10	20	0	0	0	0	2	49
RECREATIONAL	0	0	0	0	0	57	0	0	0	0	0	0	0	0	0	0	57

TABLE 8

FORMAT:

The academic levels of the trainees are identified on the horizontal axis. Each level has a subheading PRE and IN, refering to the service level of the trainee. The PRE column indicates a pre-employment setting while in-service means currently employed. The heading MEDICAL refers to degree programs which require internships or residencies. The heading PARENTS refers to groups of trainees who may be from any disciplinary background (for accounting purposes their discipline is identified as Special Education). The heading MIXED refers to a category of training programs for trainees of various disciplines at the higher level of academic training.

The disciplines of the trainees are identified on the vertical axis. The top portion of the vertical axis (ADMINISTRATION through VOCATIONAL REHABILITATION) includes starred items. The starred items are summary headings. The remaining portions of the table present the disciplines included in the summary headings.

DATA ENTRY:

A numerical entry is the number of trainees in a group identified by the typology. The number represents trainees who recieved nine or more hours of training by discipline. A zero indicates that there were no trainees in a particular classification.

DISCUSSION OF TABLE:

The high proportion of preservice vs. in-service training is evident here. Approximately 75 percent

DISCUSSION OF TABLE (continued)

of all intensive training is focused on pre-service students. The major difference here as compared to training of a shorter duration, however, is that more intensive training is received by graduate students.

Graduate students account for more than 50 percent of the training while undergraduates account for 43 percen of the training. The remaining 7 percent of the intensive training performed by UAF Divisions is distributed to the MIXED category of trainees.

Education trainees received approximately 68 percent of the intensive training. The remaining rank ordering follows in the same fashion as described in Table 7.

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SUMMARY TABLE NO. 8 FOR ALL INSTITUTES TOGETHER
NUMBER OF TRAINEES SERVED BY ALL UAF EDUCATION/SPECIAL EDUCATION DIVISIONS.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	1	0	10	0	0	0	0	0	0	0	0	0	11	0	11
AUDIOLOGY	0	0	13	6	5	0	0	0	0	0	0	0	0	0	18	6	24
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	8	0	4	0	2	0	0	0	0	0	0	0	0	0	14	0	14
COMMUNCTV DISORD	27	0	149	0	8	0	0	0	0	0	0	0	0	0	184	0	184
DENTISTRY	2	0	4	0	1	0	0	0	1	11	0	0	1	0	9	11	20
*EDUCATION	897	672	908	403	106	74	0	9	0	0	0	0	0	98	1911	1256	3167
HOME ECONOMICS	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
LAW	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9	0	9
MATRNI-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	4	0	0	0	13	2	2	0	49	1	0	0	18	5	86	9	95
NURSING	85	7	26	0	1	1	0	0	0	0	0	0	0	6	112	14	126
NURSING (LPN)	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
NUTRITION	17	0	3	12	1	0	0	0	0	0	0	0	0	0	21	12	33
*PSYCHOLOGY	95	0	58	0	59	2	9	0	0	0	0	0	0	28	221	30	251
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	29	0	165	40	72	0	4	0	0	0	0	0	0	0	270	40	310
*THERAPY	188	20	44	27	5	0	0	0	0	0	0	0	0	16	237	63	300
VOCATNL REHAB.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
TOTAL	1354	1699	1376	488	284	86	15	9	50	12	0	0	28	153	3107	1441	4548
*EDUCATION																	
COUNSELING	0	0	2	0	1	0	0	0	0	0	0	0	0	0	7	0	3
EARLY CHILDHD	0	0	4	2	3	1	0	3	0	0	0	0	0	0	7	6	13
EDUC. PSYCHOL	10	0	3	0	22	0	0	3	0	0	0	0	0	0	35	3	38
GENERAL	75	450	0	160	1	23	0	0	0	0	0	0	0	0	76	633	709
HEALTH	10	0	2	0	0	0	0	0	0	0	0	0	0	0	12	0	12
PHYSICAL	105	0	26	0	9	0	0	0	0	0	0	0	0	0	140	0	140
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	697	222	871	241	70	50	0	3	0	0	0	0	0	98	1638	614	2252
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	10	1	0	0	1	0	11	1	12
OPTOMETRY	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
PEDIATRICS	0	0	0	0	8	3	0	0	7	0	0	0	17	5	32	8	40
PSYCHIATRY	0	0	0	0	5	0	2	0	32	0	0	0	0	0	39	0	39
*PSYCHOLOGY																	
BEHAVIORAL	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12	0	12
CHILD	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
CLINICAL	1	0	0	0	10	0	0	0	0	0	0	0	0	0	11	0	11
GENERAL	94	0	26	0	49	2	9	0	0	0	0	0	0	28	178	30	208
*THERAPY																	
MUSIC	41	0	18	0	0	0	0	0	0	0	0	0	0	0	59	0	59
OCCUPATIONAL	71	20	0	27	1	0	0	0	0	0	0	0	0	16	72	63	135
PHYSICAL	38	0	9	0	2	0	0	0	0	0	0	0	0	0	49	0	49
RECREATIONAL	38	0	17	0	2	0	0	0	0	0	0	0	0	0	57	0	57

TABLE 9

FORMAT:

Divisions are indicated on the horizontal axis. The vertical axis is organized by contact hours within quarter semisters and annual time periods. Within each time frame, trainees are also separated into pre- and in-service. The table has three subdivisions: trainees seen on a quarter system, trainees seen on a semister system, and trainees seen on a yearly system. Each subsection represents an annual census of trainees.

This data display merely reflects the differentiate time periods in which training occurs. Approximately one-third of the individual UAF's fall in each of the three time frames.

The significant implication for training purposes here is the length of time that a trainee can participate in an individual UAF.

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SUMMARY TABLE 9

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR UAF AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

CONTACT HOURS		UAF ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTAL EACH	GRAND
QUARTER																			
0-8	PRE	1496	164	0	0	21	0	0	0	0	0	787	714	130	0	986	0	4298	
	IN	2352	0	0	0	61	0	0	0	0	0	28	0	30	3	8	0	2482	6780
9-20	PRE	0	10	0	0	18	0	0	0	0	0	55	6	7	0	4	0	100	
	IN	0	0	0	0	0	0	0	0	0	0	12	0	0	0	80	0	92	192
21-60	PRE	284	12	0	13	6	0	0	0	0	0	102	72	32	0	264	0	785	
	IN	188	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	200	985
61-300	PRE	299	42	0	22	12	0	0	0	0	0	42	250	60	0	0	0	727	
	IN	39	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	89	816
301+	PRE	38	0	0	0	7	0	0	0	0	0	0	3	2	0	0	0	50	
	IN	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	77
SUB-TOTAL		4723	228	0	35	175	0	0	0	0	0	1026	1045	261	3	1354	0		8850
SEMESTER																			
0-8	PRE	0	0	73	25	0	60	0	0	44	50	0	0	0	0	0	70	322	
	IN	0	0	13	0	0	70	0	2450	42	15	0	0	0	0	0	0	2590	2912
9-20	PRE	0	0	37	0	0	6	0	44	1	0	0	0	0	0	0	0	88	
	IN	0	0	0	0	0	13	0	0	104	0	0	0	0	0	0	0	117	205
21-60	PRE	0	0	0	35	0	187	63	2	95	27	0	0	0	0	0	182	591	
	IN	0	0	0	5	0	76	0	19	0	3	0	0	0	0	0	46	149	740
61-300	PRE	0	0	26	0	0	56	233	26	20	77	0	0	0	0	0	5	443	
	IN	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	22	465
301+	PRE	7	0	3	0	0	34	3	40	13	9	0	0	0	0	0	0	109	
	IN	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	2	111
SUB-TOTAL		7	0	175	65	0	503	299	2581	319	181	0	0	0	0	0	303		4433
YEAR																			
0-8	PRE	0	144	287	750	10	0	0	0	0	55	0	0	0	709	0	96	2051	
	IN	0	50	0	1200	520	0	0	0	0	90	0	0	0	127	0	37	2024	4075
9-20	PRE	0	20	0	0	3	0	0	0	62	0	0	0	0	14	0	14	113	
	IN	0	0	0	0	322	0	0	0	0	100	0	0	0	0	0	0	422	535
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5	
	IN	0	0	0	0	40	0	0	0	0	0	0	0	0	0	0	13	53	58
61-300	PRE	0	0	0	0	28	0	0	0	0	0	0	0	0	47	0	1	76	
	IN	0	0	0	0	210	0	0	0	0	0	0	0	0	0	0	3	213	289
301+	PRE	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	
	IN	0	0	0	0	55	0	0	0	0	0	0	0	0	0	0	0	55	75
SUB-TOTAL		0	234	287	1950	1188	0	0	0	62	245	0	0	0	897	0	169		5032
UAF TOTAL		4730	462	462	2050	1363	503	299	2581	381	426	1026	1045	261	900	1354	472		18315

GRAND TOTAL 18315

V. DATA PRESENTATION AND ANALYSIS FOR UAF'S

The previous tables each described the element of an instructional objective referred to as TRAINEE in Unit I.

Tables 10 through 22 deal with the other elements of an instructional objective. These tables present a detailed description of the Special Education training program for a specific group of trainees. The program is described in terms of an instructional objective.

The training program described is designed for Special Education students working toward their Master's Degree who have not been employed as Special Education Teachers. This type of data display and analysis is possible for any group of trainees identified in the typology described in the TRAINEE tables.

The tables are organized in the following manner. For each element of an instructional objective there are two types of tables. The first of these tables identifies descriptors selected by the Special Education Director in the design of the training program for these trainees. An example is the identification of settings used for this group of trainees. The second type of table identifies the expected minimal performance outcome. Using the settings example again, whether the settings are used for a specific purpose such as knowledge or skill training in Diagnosis.

The Special Education, Master's, preservice training program was selected, because each of the respondent Divisions, currently offer this program. Since each of the 16 Divisions have training programs for these students, the analysis of these programs provide an example to which each Director can relate.

FORMAT:

The UAF Education/Special Education Divisions are identified on the horizontal axis. Settings of the training program are identified on the vertical axis. The list of settings was compiled from the proposals of each of the eighteen Divisions. The Settings table continues for three pages. The totals column presents frequency of use among the eighteen.

DATA ENTRY:

An X indicates that a particular setting is currently used by a particular Division for the training of students in a Masters program in Special Education who have never been employed as Special Education teachers. A blank indicates that a particular setting is not currently used.

DISCUSSION OF TABLE:

The selection of physical settings for training is a primary example of resource management linked to training objectives. Ninety-four settings derive from the original proposals for initial analysis. These ninety-four settings were grouped into fourteen classifications. These fourteen can be classified into UAF-university related and community related. Examples of UAF-university related are types of clinics, types of university classrooms, and laboratory vs. community related settings, such as child guidance and service centers, Association owned and operated facilities, day schools and camps.

An inspection of the three settings tables indicates a number of trends which, when interrelated, may

DISCUSSION OF TABLE (continued)

provide a series of different interpretations. Philosophy and faculties interact to produce different training objectives for varying numbers of students. The tables indicate that UAF's which report the use of fewer settings tend to be those institutions which primarily rely on settings that are UAF-university related. These institutions combined account for approximately 80 percent of the total number of trainees served. The remaining six centers account for approximately 20 percent of trainees. These centers rely on community based settings.

Those institutions (N=10) which use UAF-university related settings account for approximately 86 percent of the number of students trained in the 8 hour or less category. The number of trainees from community based facilitates (N=6) in the 8 hour category is then 14 percent of the total.

More significant, however, is the ratio of 8 hour to 9-300 or more trainees in terms of this dichotomy. The UAF-university ratio is 79 to 21 while the community based ratio is 55 to 45.

Apparently, size and comprehensiveness of facilities reflects the size of the program and capacity to train large numbers. Also, control and maintenance of training setting is more centralized in these centers which contributes to this outcome. The community based facilities, however, provide a rich resource for few numbers of trainees. These programs also tend to be smaller and more decentralized and have less control and capacity. The latter fact could also be a function of community facility size as well as differences in service vs. training objectives.

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TABLE 10

THE IDENTIFICATION OF SETTINGS USED IN TRAINING PROGRAMS DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION, WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

(2) SETTING	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	UAF N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS	(2) SETTING
Types of Assoc's:																		*Types of Assoc's:*
Blind	-	-	X	-	-	-	-	-	-	-	X	-	-	-	-	-	2	Blind
Brain injured	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Brain injured
Deaf	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Deaf
Emotnly distbd	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Emotnly distbd
Mntly retarded	-	-	-	X	-	-	-	-	-	-	X	-	-	-	-	-	2	Mntly retarded
Multihandicapped	-	-	X	X	-	-	-	-	-	-	X	-	-	-	-	-	3	Multihandicapped
Neuro'ly impaird	-	-	-	-	-	X	-	-	-	X	-	-	-	-	-	-	2	Neuro'ly impaird
Sensory impaired	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Sensory impaired
Socially disabld	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Socially disabld
Chld Guidno & Servo Centers:																		*Chld Guidno & Servo Centers:*
Crbrl Plsy Cntr	-	-	-	X	-	-	-	-	-	X	X	-	X	-	-	-	4	Crbrl Plsy Cntr
City & Cnty Pub. Hlth Depts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	City & Cnty Pub. Hlth Depts
Chldns Aid Soc'y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Chldns Aid Soc'y
Chld Dvlmt Cntr	-	-	X	-	-	X	-	-	-	X	X	-	-	-	-	-	4	Chld Dvlmt Cntr
Chld Study Cntr	-	-	-	-	-	X	-	-	X	-	-	-	-	-	-	-	2	Chld Study Cntr
Counselg Cntr	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Counselg Cntr
Mntl Hlth Cntr	-	-	-	-	-	X	-	-	X	-	-	-	-	-	-	-	2	Mntl Hlth Cntr
Neuro'cal inst.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Neuro'cal inst.
Percptl Dvmt Ctr	-	-	X	-	-	X	-	-	-	-	-	-	-	-	-	-	2	Percptl Dvmt Ctr
Types of classrms:																		*Types of classrms:*
Private school	-	-	X	X	-	-	X	X	X	-	-	-	-	-	-	X	6	Private school
Public school	-	-	X	X	-	X	-	-	X	X	X	-	-	-	-	X	7	Public school
Hospital school	-	X	X	-	-	-	-	X	-	X	-	-	-	-	-	-	4	Hospital school
UAF (i.e. lab)	X	-	X	X	-	X	-	-	-	X	X	X	X	X	X	-	10	UAF (i.e. lab)
Types of Clinics:																		*Types of Clinics:*
Interdisclpiny	-	-	X	X	-	-	X	-	X	X	X	X	-	X	-	X	9	Interdisclpiny
Bilingual	-	-	X	X	-	-	-	-	-	-	-	-	-	-	-	-	2	Bilingual
Biochemistry	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Biochemistry
Birth defects	-	-	X	-	-	-	-	-	-	-	X	-	-	-	-	-	2	Birth defects
Cytogenetic	-	-	X	X	-	-	-	-	-	-	-	-	-	-	-	-	2	Cytogenetic
Disciplinary	-	-	-	X	-	-	-	-	-	-	-	-	-	-	-	X	2	Disciplinary
Endocrine	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Endocrine
Feeding	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Feeding
Genetic	-	-	X	X	-	-	-	-	-	-	-	-	-	-	-	-	2	Genetic
Learng disblts	-	-	X	X	-	X	X	-	X	X	-	-	X	-	-	X	8	Learng disblts
Metabolic	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Metabolic
Neurology	-	-	X	X	-	X	-	-	-	-	X	-	-	-	-	-	4	Neurology
Neuropsychiatrc	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Neuropsychiatrc
PKU	-	-	X	X	-	-	-	-	X	-	-	-	-	-	-	-	3	PKU
Well baby	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Well baby

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TABLE 11

THE IDENTIFICATION OF SETTINGS USED IN TRAINING PROGRAMS DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION, WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

(2) SETTINGS (cont)	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	UAF MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS	(2) SETTINGS (cont)
Commnty Facilties:																		*Commnty Facilties:*
Auditorium	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Auditorium
Motel	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Motel
Other (i.e. cnfrnc)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Other (i.e. cnfrnc)
Types of Day Camps:																		*Types of Day Camps:*
Blind	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Blind
Brain injured	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Brain injured
Deaf	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Deaf
Emotnly distbd	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Emotnly distbd
Mntly retarded	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Mntly retarded
Multihandicapped	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Multihandicapped
Neuro'ly impaird	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Neuro'ly impaird
Sensory impaired	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Sensory impaired
Socially disabld	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Socially disabld
Types of Day Schls:																		*Types of Day Schls.*
Blind	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Blind
Brain injured	-	-	X	-	-	X	-	-	-	-	-	-	-	-	-	-	2	Brain injured
Deaf	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Deaf
Emotnly distb.	-	-	X	-	-	-	-	-	-	X	-	-	-	-	-	X	3	Emotnly distb.
Mntly retarded	-	-	X	X	-	-	-	-	X	X	X	-	-	-	-	X	6	Mntly retarded
Multihandicapped	-	-	-	X	-	-	-	-	X	X	X	-	-	-	-	-	5	Multihandicapped
Neuro'ly impaired	-	-	-	-	-	X	-	-	-	X	X	-	-	-	-	-	4	Neuro'ly impaired
Sensory impaired	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Sensory impaired
Socially disabld	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Socially disabld
Types of Homes:																		*Types of Homes:*
Client-patient	-	-	-	-	-	-	-	-	-	X	X	X	-	-	-	X	7	Client-patient
Group	-	-	-	-	-	-	-	-	-	-	X	-	-	-	-	-	1	Group
Types of Hospts:																		*Types of Hospts:*
General	-		-		-	X	-	-	-	-	-	-	-	-	-	-	1	General
Psychiatric	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	1	Psychiatric
Other	-	-	X		-	-	-	-	-	-	-	-	-	-	-	-	1	Other

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TABLE 12

THE IDENTIFICATION OF SETTINGS USED IN TRAINING PROGRAMS DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION, WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

(2) SETTINGS (cont)

	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	UAF MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS
Types of Resdntl Care:																	
Blind	-	-	-	-	-	X	-	X	X	-	-	-	-	-	-	-	2
Brain injured	-	-	-	-	-	X	-	-	X	-	-	-	-	-	-	-	3
Deaf	-	-	-	-	X	X	-	X	-	-	-	-	-	-	-	-	3
Emotnly distbd	X	-			X	X	-	X	X	-	-	-	-	-	-	X	4
Mntly retarded	-	-			X	X	-	X	X	-	-	-	-	-	-	X	8
Multihandicapped	-	-	-	X	-	X	-	X	X	-	-	-	-	-	-	-	6
Neuro'ly impaird	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	3
Sensory impaired	-	-			-	X	-	-	-	-	-	-	-	-	-	-	1
Socially disabld	-	-															1
Types of Summr Crps:																	
Blind	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Brain injured	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Deaf	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Emotnly distbd	-	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	1
Mntly retarded	-	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	1
Multihandicapped	-	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	1
Neuro'ly impaird	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Sensory impaired	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Socially disabled	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Montessori school	-	-	-	-	-	X	-	-	-	-	-	-	X	-	-	-	2
Type of UAF Facl'ts:																	
Conference room	-	X	-	-	X	-	X	X	X	X	X	-	-	X	X		10
Seminar room	-	X	X	-	X	X	X	X	-	X	X	-	X	-	X		10
Video room	-	X	-	-	X	-	-	-	X	X	-	-	-	-	X		5
Type of Univ Facl'ts:																	
Auditorium	-	-	-	-	-	X	-	X	-	-	-	-	X	X	-		4
Classroom	-	-	-	-	-	-	-	X	-	-	-	-	-	-	X		4
Conference room	-	-	-	-	-	-	-	X	-	X	-	-	-	-	-		3
Other (i.e. a-v)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Type of Voc. Rehab. Cntrs:																	
Adult day srvc cnt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0
Occupation cntr	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-		2
Sheltered workshps	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-		1
Voc. rehab. cntr	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-		1
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		0

(2) SETTINGS (cont)

Types of Resdntl Care:
Blind
Brain injured
Deaf
Emotnly distbd
Mntly retarded
Multihandicapped
Neuro'ly impaird
Sensory impaired
Socially disabld

Types of Summr Crps:
Blind
Brain injured
Deaf
Emotnly distbd
Mntly retarded
Multihandicapped
Neuro'ly impaird
Sensory impaired
Socially disabled
Montessori school

Type of UAF Facl'ts:
Conference room
Seminar room
Video room

Type of Univ Facl'ts:
Auditorium
Classroom
Conference room
Other (i.e. a-v)

Type of Voc. Rehab. Cntrs:
Adult day srvc cntr
Occupation cntr
Sheltered workshps
Voc. rehab. cntr
Other

TABLE 13

FORMAT:

The horizontal axis indicates UAF divisions and the total number of settings used in the training of Masters candidates in Special Education. The vertical axis indicates the six training components subdivided into knowledge and skill training objectives.

DATA ENTRY:

A numerical entry indicates the number of settings individual divisions used in the training of Masters, Special Education by Component, and types of objectives.

DISCUSSION OF TABLE:

An inspection of Table 13 indicates that settings are used for both knowledge and skill objectives across the six training components in 50 percent of the divisions. A closer inspection by training component reveals: (1) Only 5 of the 16 reporting have both K and S objectives for the settings used for diagnostic and prescription training of Masters students in Special Education. (2) Only 6 of the 16 reporting have both K and S objectives for the setting used for treatment training of Master students in Special Education. (3) Only 3 of the 11 reporting have both K and S objectives for the setting used for treatment training of Master students in Special Education. (4) Only 5 of the 13 reporting have both K and S objectives for the setting used for instructional technology training of Master students. (5) Only 3 of the 8 reporting have both K and S objectives for the setting used for research training of Master Students in Special Education.

DISCUSSION OF TABLE (continued)

In summary, across the six training components, most divisions differentiate knowledge and skill objectives by setting for their Masters training programs in Special Education.

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TABLE 13

THE NUMBER OF SETTINGS USED FOR TRAINING PURPOSES,
THE PURPOSE IS DEFINED BY TRAINING COMPONENT AND EXPECTED TRAINEE PERFORMANCE OUTCOME.
THE SETTINGS ARE USED IN TRAINING PROGRAMS
DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION,
WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	UAF MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN
TOTAL OF SETTINGS CURRENTLY USED	10	1	39	21	6	26	5	9	19	15	19	5	3	5	3	14
THE NUMBER OF THEM USED FOR:																
TRAINING IN DIAGNOSIS																
EXPECTED TRAINEE PERFORMANCE OUTCOME	10	1	37	21	3	24	5	9	12	9	19	5	3	4	2	9
KNOWLEDGE	10	0	37	21	3	24	5	9	12	9	19	5	3	4	2	8
SKILL	1	1	34	5	3	14	2	9	7	9	19	5	1	2	1	6
TRAINING IN PRESCRIPTION																
EXPECTED TRAINEE PERFORMANCE OUTCOME	10	1	36	19	3	25	5	9	14	9	19	5	3	4	2	9
KNOWLEDGE	10	0	36	19	3	25	5	9	12	9	19	5	2	3	2	8
SKILL	1	1	31	5	3	14	2	9	11	9	19	5	2	3	1	6
TRAINING IN TREATMENT																
EXPECTED TRAINEE PERFORMANCE OUTCOME	10	1	36	21	6	26	5	9	15	9	19	5	3	5	3	9
KNOWLEDGE	10	0	36	21	6	25	5	9	15	9	19	5	3	4	3	8
SKILL	1	1	31	5	6	13	2	9	12	9	19	5	3	3	1	7
TRAINING IN CONSULTATION																
EXPECTED TRAINEE PERFORMANCE OUTCOME	10	0	38	21	0	26	0	0	10	15	15	2	1	1	0	12
KNOWLEDGE	10	0	38	21	0	25	0	0	10	15	15	2	0	1	0	12
SKILL	1	0	34	5	0	15	0	0	6	14	15	2	1	1	0	12
TRAINING IN INSTRUCTIONAL TECH.																
EXPECTED TRAINEE PERFORMANCE OUTCOME	10	1	9	21	3	24	5	0	1	8	4	2	0	2	0	4
KNOWLEDGE	10	0	9	21	3	24	5	0	1	8	4	2	0	2	0	2
SKILL	1	1	9	3	3	13	2	0	1	5	4	2	0	1	0	4
TRAINING IN RESEARCH																
EXPECTED TRAINEE PERFORMANCE OUTCOME	10	0	35	0	0	0	4	0	1	0	3	2	2	0	0	3
KNOWLEDGE	10	0	35	0	0	0	4	0	1	0	3	2	1	0	0	3
SKILL	1	0	32	0	0	0	0	0	1	0	3	2	2	0	0	0

TABLE 14

FORMAT:

The horizontal axis indicates individual UAF divisions. The vertical dimension indicates instructional vehicles and materials used in the training of Master students in Special Education.

DATE ENTRY:

An X indicates the use of instructional vehicles and materials by an individual UAF division. A blank indicates lack of use of those vehicles and materials listed.

DISCUSSION OF TABLE:

Those instructional vehicles most often used across the sixteen divisions reported are: lectures (14), practicum (13), staffing (12), conferences (12), demonstrations (12), and follow-up conference (11). Clinical rounds was used only by two divisions in the training of this level of student.

In terms of instructional materials, videotape (12), client patient-records (11), and overhead transparencies (11) were used most frequently. Text books and diagnoxtic equipment followed with a total of (9).

TABLE 14

THE IDENTIFICATION OF INSTRUCTIONAL VEHICLES AND INSTRUCTIONAL MATERIALS USED IN TRAINING PROGRAMS DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION, WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

UAF

(3) INSTRCL VEHCL	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS	(3) INSTRCL VEHCL
Clinical rounds	-	-	X	-	-	-	-	-	-	-	-	X	-	-	-	-	2	Clinical rounds
Demonstrations	X	-	X	X	X	X	-	X	X	X	X	X	-	-	X	X	12	Demonstrations
Follow-up confrnc	-	-	X	X	X	X	X	X	X	X	X	X	-	-	-	X	11	Follow-up confrnc
Lecture	X	-	X	X	X	X	X	X	X	X	X	X	-	X	X	X	14	Lecture
Practicum	X	X	X	-	X	X	-	X	X	X	X	X	X	-	X	X	13	Practicum
Pre-apprsl confnc	X	-	X	-	-	X	-	X	-	X	X	X	-	-	-	X	8	Pre-apprsl confnc
Progrmd instrctn	X	-	-	-	X	-	-	-	-	-	X	X	-	-	-	-	4	Progrmd instrctn
Seminar	X	-	X	X	-	X	X	X	X	X	X	X	X	-	-	X	12	Seminar
Simulation	-	-	X	-	-	X	-	-	-	-	X	-	-	X	-	X	5	Simulation
Staffg confrnc	X	-	X	X	X	X	X	X	X	X	X	X	-	X	-	X	13	Staffg confrnc
Tutorial	X	-	X	-	X	X	-	X	X	X	-	X	-	-	-	X	9	Tutorial
Workshops	X	-	X	X	-	X	X	-	-	X	-	X	-	-	-	X	8	Workshops
(4) MATERIALS																		(4) MATERIALS
Audio (rcds & playback)	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	1	Audio (rcds & playback)
Disc record	-	-	X	-	-	-	-	X	-	-	-	-	-	-	-	-	2	*Disc record*
Tape	X	-	X	-	-	X	-	-	-	-	-	X	-	-	-	X	5	*Tape*
Computers	-	-	-	-	-	-	-	-	-	-	X	-	-	X	-	-	2	Computers
Diagnstc test & equipmt	-	-	X	X	-	X	-	-	X	X	X	X	-	X	-	X	9	Diagnstc test & equipmt
Dscply apprtus	-	-	-	X	-	X	-	-	-	X	X	-	-	-	-	X	5	Dscply apprtus
Microfilm	-	-	X	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Microfilm
Photographic	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	Photographic
Still	-	-	-	-	-	-	-	-	-	X	X	-	-	-	-	-	2	*Still*
Colored slides	X	-	X	-	X	-	X	X	-	-	X	X	-	-	-	-	7	*Colored slides*
Overhd trnspres	X	-	X	-	X	X	X	X	-	-	X	X	X	-	X	X	11	*Overhd trnspres*
Motn Pictre	-	-	X	-	-	-	X	-	-	-	X	-	-	X	-	X	5	*Motn Pictre*
Print Matrls	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	1	Print Matrls
Lessn sheets	-	X	X	-	-	X	X	-	-	X	-	X	X	-	-	X	8	*Lessn sheets*
Workbooks	X	X	-	-	-	X	-	-	-	X	-	X	-	-	-	X	6	*Workbooks*
Textbooks	-	X	X	-	X	X	X	-	X	X	-	-	-	-	X	X	9	*Textbooks*
Clt-pat. rcds	-	-	X	X	X	X	X	-	X	X	X	X	X	-	-	X	11	*Clt-pat. rcds*
Refrnc mtls	-	-	X	-	-	X	-	-	X	-	-	-	X	-	-	X	5	Refrnc mtls
Video media	X	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	Video media
Clsd circt	-	-	X	-	-	-	-	-	-	X	X	-	-	X	-	-	4	*Clsd circt*
Brdcst TV	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	*Brdcst TV*
Vdeotp (rec & plybk)	X	-	X	X	X	X	X	-	-	X	X	X	X	X	-	X	12	*Vdeotp (rec & plybk)*

TABLE 15

FORMAT:

The horizontal axis indicates individual UAF divisions. The total number of instructional vehicles used is also presented by division. The vertical axis indicates the six training components subdivided by knowledge and skill objectives.

DATA ENTRY:

A numerical entry indicates the number of instructional vehicles used in the training of Master students in Special Education by training component and type of objective. A zero indicates the absence of any instructional vehicle.

DISCUSSION OF TABLE:

The number of different instructional vehicles ranged from 1 (practicum) to 11 types of vehicles.

There again a small number of divisions did not differentiate knowledge and skill objectives for various components. Five of the sixteen divisions did not differentiate between knowledge and skill and the use of an instructional vehicle in the diagnosis, prescription or treatment areas for this level of student. Three of eleven divisions did not differentiate consultation vehicles, three of thirteen instructional technology, and one of seven research component training.

In summary, most divisions differentiated the use of instructional vehicles by the six training components for Masters level Special Education students.

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TABLE 15

THE NUMBER OF TYPES OF INSTRUCTIONAL VEHICLES USED FOR TRAINING PURPOSES.
THE PURPOSE IS DEFINED BY TRAINING COMPONENT AND EXPECTED TRAINEE PERFORMANCE OUTCOME.
THE TYPES OF INSTRUCTIONAL VEHICLES ARE USED IN TRAINING PROGRAMS
DESIGNED FOR TRAINEES WORKING TOWARD A MASTER'S DEGREE IN SPECIAL EDUCATION,
WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	UAF MARYLAND	MASS.	N.CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN
TOTAL OF TYPES OF INSTRUCTIONAL VEHICLES CURRENTLY USED	9	1	11	6	7	10	5	8	7	9	9	11	2	3	3	10
THE NUMBER OF THEM USED FOR:																
TRAINING IN DIAGNOSIS	9	1	11	6	5	10	5	8	6	9	9	7	2	3	3	7
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	8	0	11	5	3	10	5	8	5	9	9	7	2	2	2	7
SKILL	3	1	10	3	3	10	0	8	5	9	9	4	2	1	1	4
TRAINING IN PRESCRIPTION	9	1	11	6	6	10	4	8	7	9	9	10	2	3	3	8
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	8	0	11	5	5	10	4	8	5	9	9	10	2	2	2	8
SKILL	3	1	10	3	2	10	0	8	5	9	9	6	2	1	1	5
TRAINING IN TREATMENT	9	1	11	5	6	10	4	8	7	9	9	9	2	1	3	8
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	8	0	11	5	4	10	4	8	5	9	9	9	2	1	2	8
SKILL	3	1	10	2	3	10	0	8	5	9	9	6	2	0	1	6
TRAINING IN CONSULTATION	5	0	11	6	0	10	0	0	6	9	9	8	1	3	0	9
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	5	0	11	5	0	10	0	0	4	9	0	7	0	2	0	9
SKILL	1	0	10	3	0	10	0	0	4	9	0	5	1	1	0	7
TRAINING IN INSTRUCTIONAL TECH.	4	1	10	6	6	10	2	0	2	9	0	5	1	1	0	4
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	4	0	10	5	4	10	2	0	1	0	0	5	0	1	0	4
SKILL	1	1	10	2	3	10	0	0	1	9	0	3	1	0	0	4
TRAINING IN RESEARCH	5	0	11	0	5	0	0	0	0	4	0	2	2	3	0	0
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	4	0	11	0	4	0	0	0	0	4	0	2	2	2	0	0
SKILL	2	0	10	0	2	0	0	0	0	0	0	1	2	1	0	0

TABLE 16

FORMAT:

The horizontal axis indicates the individual UAF divisions. The total number of instructional materials used for training in each of the six component areas is also presented. The vertical axis indicates the six training components subdivided into knowledge and skill objectives for Master level students in Special Education.

DATA ENTRY:

A number indicates the number of instructional materials used by individual divisions for knowledge and skill objectives within each of the six training components for Master students in Special Education. A zero indicates the absence of any instructional materials.

DISCUSSION OF TABLE:

The number of instructional materials listed by the individual division ranges from a low of two types to a high of thirteen. Five of sixteen divisions used five different sets of instructional materials in the training of Master students in Special Education across diagnosis, prescription, and treatment areas without regard to difference in the focus of the training, i.e. knowledge or skill. Six of the ten did not differentiate materials on the basis of consultation; five of the fourteen did not differentiate on the basis of instructional technology, and only two of the eight did not differentiate in the use of instructional materials on the basis of research training components.

In summary, most divisions again made clear distinctions between the type of instructional vehicle

DISCUSSION OF TABLE (continued)

necessary for different training components in terms of knowledge and skill areas.

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TABLE 16

THE NUMBER OF TYPES OF INSTRUCTIONAL MATERIALS USED FOR TRAINING PURPOSES.
THE PURPOSE IS DEFINED BY TRAINING COMPONENT AND EXPECTED TRAINEE PERFORMANCE OUTCOME.
THE TYPES OF INSTRUCTIONAL MATERIALS ARE USED IN TRAINING PROGRAMS
DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION.
WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	UAF MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN
TOTAL OF TYPES OF INSTRUCTIONAL MATERIALS CURRENTLY USED	6	3	13	4	5	12	7	3	4	9	10	8	5	5	2	11
THE NUMBER OF THEM USED FOR:																
TRAINING IN DIAGNOSIS	6	2	13	4	3	12	7	3	4	8	10	6	4	3	2	11
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	6	0	13	4	3	12	7	3	3	8	10	6	3	2	2	11
SKILL	2	2	9	4	0	11	0	3	1	8	12	5	2	1	0	9
TRAINING IN PRESCRIPTION	6	2	13	4	3	12	7	3	3	8	7	6	3	2	2	9
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	6	0	13	4	3	12	7	3	3	8	7	6	3	1	2	9
SKILL	2	2	9	4	0	11	0	3	2	8	7	6	2	1	0	8
TRAINING IN TREATMENT	6	2	13	4	4	12	7	3	3	8	6	5	1	5	2	9
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	6	0	13	4	4	12	7	3	3	8	6	5	1	4	2	9
SKILL	2	2	9	4	1	11	0	3	2	4	6	5	0	1	0	8
TRAINING IN CONSULTATION	3	0	13	4	0	12	0	0	2	8	3	2	0	2	0	5
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	3	0	13	4	0	12	0	0	2	8	2	2	0	1	0	5
SKILL	2	0	9	4	0	11	0	0	2	8	3	2	0	1	0	5
TRAINING IN INSTRUCTIONAL TECH.	1	0	2	4	4	12	4	0	[illegible]	0	2	1	1	1	0	3
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	1	0	2	4	4	12	4	0	2	8	2	1	0	1	0	3
SKILL	0	3	2	4	0	11	2	3	0	7	2	1	1	1	0	3
TRAINING IN RESEARCH	6	0	11	0	2	3	4	0	0	2	3	2	1	0	0	0
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	5	0	11	0	2	3	4	0	0	2	3	2	1	0	0	0
SKILL	2	0	9	0	0	0	0	0	0	0	3	2	1	0	0	0

TABLE 17

FORMAT:

The horizontal axis indicates the individual UAF division. The vertical axis indicates action verbs organized by the six training components of diagnosis, prescription, treatment, consultation, instructional technology, and research.

DATA ENTRY:

An X indicates the use of an action verb for a particular training component. A blank indicates the absence of an action verb.

DISCUSSION OF TABLE:

The frequency of action verbs across individual divisions range from one to twelve. Within the diagnostic training component area, the most frequently used terms are: assess (12), evaluate (12), observe (11) to describe the knowledge and skill objectives for Masters studying in Special Education.

Within the prescription training, giving directions (10), recommending (9), and writing(8) are the most frequently mentioned action verbs to describe student objectives.

Within the treatment training component, the most frequently mentioned terms were: remediate (11), develop curriculum (10), give direct service (9), manage, (9), and provide feedback (9).

Within the consultation training component, the most frequently used action verbs were: give direct service (5), advise (4), and confer on (4).

DISCUSSION OF TABLE (continued)

Within the instructional technology training component, the most frequently used action verb was to communicate (10).

Within the sixth, and last, training component--research the most frequently used action verbs were analyze (10), and measure (8).

In summary, the project staff was trying to determine if an objective language could be developed and used by all program directors in the future preparation of their proposals to the Bureau.

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TABLE 17

THE IDENTIFICATION OF ACTION VERBS USED IN TRAINING PROGRAMS DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION, WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

ACTION VERBS	UAF																		ACTION VERBS
	ALABAMA	CALIFORNIA UCLA	CALIFORNIA GHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS	
Assess	X	-	X	X	X	X	-	-	X	-	X	X	X	X	X	X	12	Assess
Define	X	-	X	-	X	X	-	-	X	-	-	-	-	-	-	X	6	Define
Determine	X	-	X	-	-	X	-	-	X	-	-	-	X	-	-	X	6	Determine
Evaluate	X	X	X	X	X	X	X	-	-	-	X	X	X	-	X	X	12	Evaluate
Identify	X	X	X	-	X	X	-	-	-	X	-	X	-	-	-	X	8	Identify
Judge	-	-	X	-	-	X	-	-	-	-	-	-	-	-	-	-	2	Judge
Observe	X	-	X	X	X	X	-	-	X	X	X	X	-	X	-	X	11	Observe
Study	X	-	X	-	X	X	-	X	X	-	X	-	-	-	X	-	8	Study
Decide	-	-	X	-	-	X	-	X	X	-	X	X	-	-	-	X	7	Decide
Draw up	-	-	X	-	-	X	-	X	X	-	-	-	-	-	-	-	4	Draw up
Give directns	-	-	X	-	-	X	-	X	X	-	-	-	-	-	-	-	4	Give directns
Give information	X	-	X	-	X	X	-	X	X	X	X	-	-	X	-	X	10	Give information
Order	-	-	X	-	-	X	-	-	X	-	-	-	-	-	-	-	3	Order
Recommend	-	X	X	X	X	X	X	X	-	-	-	X	X	-	-	X	9	Recommend
Write	X	-	-	X	X	X	-	X	-	-	X	-	X	-	-	X	8	Write
Alter, modify	X	-	X	-	X	X	-	X	-	-	X	-	-	-	-	-	6	Alter, modify
Dvlp currclm	-	X	-	X	-	X	X	X	X	X	-	X	-	X	-	X	10	Dvlp currclm
Follow through	-	-	-	X	-	X	-	X	X	-	X	-	X	-	-	X	7	Follow through
Give dirct srvc	X	-	-	-	X	X	X	X	-	X	-	-	X	X	X	-	9	Give dirct srvc
Give therpy to	X	-	-	-	-	X	-	X	-	X	-	-	X	-	-	-	5	Give therpy to
Implement	X	-	-	-	X	X	-	X	-	X	X	X	-	-	-	-	7	Implement
Manage	X	X	X	-	-	X	-	X	-	-	X	-	X	X	X	X	9	Manage
Provide feedbk	X	-	X	X	-	X	-	X	-	X	-	X	X	-	-	X	9	Provide feedbk
Remediate	X	-	X	X	X	X	X	X	X	X	-	X	-	-	-	X	11	Remediate
Use prescriptn	X	-	X	X	-	X	-	X	X	-	X	X	-	-	-	-	8	Use prescriptn
Advise	-	-	X	-	-	X	-	-	-	-	X	-	X	-	-	-	4	Advise
Confer on	X	-	X	-	-	X	-	-	-	X	-	-	-	-	-	-	4	Confer on
Counsel	X	-	X	-	-	X	-	-	-	-	-	-	-	-	-	-	3	Counsel
Deliberate	-	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	1	Deliberate
Direct	X	-	-	-	-	X	-	-	-	-	-	-	-	-	-	-	2	Direct
Give dirct srvc	X	-	-	X	X	X	-	-	-	X	-	-	-	-	-	-	5	Give dirct srvc
Communicate	X	-	-	X	X	X	-	-	X	X	X	X	X	-	-	X	10	Communicate
Inform	-	-	-	-	-	X	-	-	X	-	-	X	-	X	-	-	4	Inform
Prepare	X	-	-	-	X	X	-	-	-	X	-	-	-	-	-	X	5	Prepare
Provide	X	-	-	-	-	X	X	-	X	X	-	-	-	-	-	-	5	Provide
Transmit	-	-	-	X	-	X	-	-	-	-	-	X	-	-	-	X	4	Transmit
Analyze	X	-	X	-	-	X	X	-	X	X	X	X	X	-	-	X	10	Analyze
Compute	-	-	X	-	-	X	-	-	-	-	-	-	X	-	-	-	4	Compute
Measure	X	X	X	-	X	X	-	-	-	X	-	X	-	-	-	X	8	Measure
Synthesize	X	-	X	-	-	X	-	-	-	-	-	-	-	-	-	X	4	Synthesize
Others	-	-	X	-	-	-	-	-	-	X	-	-	X	-	-	-	3	Others

TABLE 18

FORMAT:

The horizontal axis indicates individual UAF divisions. The total number of action verbs used in the six training components in the description of Master and trainee levels in Special Education is also provided by divisions. The vertical axis indicates the six training components subdivided in knowledge and skill objectives.

DATA ENTRY:

A numerical entry indicates the total number of action verbs used by individual divisions to describe knowledge and skill objectives of the Master students by the six training components.

DISCUSSION OF TABLE:

The table reflects a range of terms for each of the training components.

Approximately twelve terms are sufficient to describe knowledge and skill objectives in each of the six training components, they are listed below:

TRAINING COMPONENT	RANGE	SUGGESTED TERM
Diagnosis	1-40	assess, observe
Prescription	1-40	give directions, & recommend
Treatment	1-40	remediate, develop curriculum

DISCUSSION OF TABLE (continued)

TRAINING COMPONENT	RANGE	SUGGESTED TERM
Consult	0-40	advise, confer
Instructional Tech.	0-39	communicate, prepare
Research	0-14	analyze, synthesize

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TABLE 18
THE NUMBER OF ACTION VERBS USED FOR TRAINING PURPOSES.
THE PURPOSE IS DEFINED BY TRAINING COMPONENT AND EXPECTED TRAINEE PERFORMANCE OUTCOME.
THE ACTION VERBS ARE USED IN TRAINING PROGRAMS
DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION,
WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	UAF MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN
TOTAL OF ACTION VERBS CURRENTLY USED	27	6	27	13	17	40	7	17	18	17	15	16	15	6	5	21
THE NUMBER OF THEM USED FOR:																
TRAINING IN DIAGNOSIS																
EXPECTED TRAINEE PERFORMANCE OUTCOME	23	2	7	13	1	40	1	1	4	16	10	3	6	6	5	17
KNOWLEDGE	5	0	7	13	1	43	1	1	2	16	10	3	2	6	2	15
SKILL	18	2	7	13	1	40	1	1	4	16	8	3	6	2	3	13
TRAINING IN PRESCRIPTION																
EXPECTED TRAINEE PERFORMANCE OUTCOME	24	1	14	13	6	40	1	6	10	16	10	11	5	6	5	18
KNOWLEDGE	10	0	14	13	5	40	1	6	3	16	10	9	1	6	2	15
SKILL	21	1	14	13	5	40	1	6	10	16	8	9	5	2	3	14
TRAINING IN TREATMENT																
EXPECTED TRAINEE PERFORMANCE OUTCOME	24	2	14	13	16	40	3	10	10	16	15	6	11	6	5	19
KNOWLEDGE	10	0	14	13	13	40	3	10	1	15	15	3	4	6	2	16
SKILL	23	2	14	13	13	40	3	10	10	16	13	4	11	2	3	18
TRAINING IN CONSULTATION																
EXPECTED TRAINEE PERFORMANCE OUTCOME	15	0	14	13	0	40	0	0	6	14	15	8	3	5	0	19
KNOWLEDGE	11	0	14	13	0	40	0	0	0	14	15	5	0	5	0	15
SKILL	4	0	14	13	0	40	0	0	6	14	13	7	3	2	0	16
TRAINING IN INSTRUCTIONAL TECH.																
EXPECTED TRAINEE PERFORMANCE OUTCOME	6	1	1	13	14	39	2	0	1	10	1	0	4	6	0	1
KNOWLEDGE	3	0	0	13	11	39	2	0	0	10	1	0	0	6	0	1
SKILL	3	1	1	12	11	39	2	0	1	9	1	0	4	2	0	0
TRAINING IN RESEARCH																
EXPECTED TRAINEE PERFORMANCE OUTCOME	8	0	16	0	1	14	0	0	1	5	2	0	6	3	0	4
KNOWLEDGE	3	0	16	0	1	14	0	0	1	5	2	0	0	3	0	4
SKILL	5	0	15	0	0	1	0	0	0	2	2	0	6	0	0	3

TABLE 19

FORMAT:

The horizontal axis indicates individual UAF divisions. The vertical axis lists twenty-three measures were grouped into seven classifications.

DATA ENTRY:

An X indicates the use of this type of measure by individual division. A blank indicates the absence of an individual measure.

DISCUSSION OF TABLE:

Within each of the seven classifications, the measures with the highest two frequencies have been selected.

Under type written reports by trainees, case studies (9), and term papers were most frequently used.

Within types of objective exams, the most frequent measurements were standardized exam (7) and self-report inventory (6).

Within types of other written measurement by others, the clinical supervisor (9) rating was clearly the highest frequency recorded. Oral reports by clinical supervisor (9) was also clearly indicated.

The variety of settings when students are evaluated include classroom, clinical, and conference settings.

The measurement of the effect of a trainee on impact target was recorded in two ways. There were educational measurements (9) and behavioral performance records of student progress.

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TABLE 19

THE IDENTIFICATION OF MEASURES USED IN TRAINING PROGRAMS DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION, WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

MEASURES	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS	MEASURES
	UAF																	
Type of Written Rprts by trainee:																		*Type of Written Rprts by trainee:*
Essay	–	–	–	–	–	–	X	–	–	–	–	–	–	X	–	–	2	Essay
Research paper	X	–	X	–	–	X	X	–	X	–	–	–	–	–	–	–	5	Research paper
Term paper	X	–	X	–	–	–	X	X	–	X	–	–	–	–	–	X	6	Term paper
Case study	X	–	X	–	–	X	X	–	X	X	X	–	X	–	–	X	9	Case study
Type of "Objectv" Exams cmpltd by Trnee:																		*Type of "Objectv" Exams cmpltd by Trn*
Questionnaire	X	–	–	X	–	X	–	–	–	–	–	X	–	–	X	–	5	Questionnaire
Chicklist	X	–	–	–	X	X	–	–	–	–	–	–	–	–	–	X	4	Chicklist
Self-rprt Invntory	–	–	X	–	–	X	–	–	–	X	X	–	–	X	–	X	6	Self-rprt Invntory
Self-ratg by stdnt	–	X	X	–	–	X	–	–	–	X	–	–	–	–	–	X	5	Self-ratg by stdnt
Standardized exam	X	–	X	X	X	–	–	–	–	X	–	X	–	X	–	–	7	Standardized exam
Oral Exam Taken by Trainee:																		*Oral Exam Taken by Trainee:*
Writtn Rprts on Stdnt Perfrmnc Preprd by:	–	–	–	–	X	X	–	X	–	–	X	–	–	–	–	–	4	*Writtn Rprts on Stdn Perfrmnc Preprd by:*
Faculty	–	X	X	X	–	–	–	–	–	X	–	X	–	–	–	–	5	Faculty
Clinicl Supervisor	X	X	–	X	–	–	X	–	X	X	–	X	–	X	–	X	9	Clinicl Supervisor
Others	–	–	–	–	X	–	–	–	–	–	–	–	–	–	–	–	1	Others
Oral Rprts on Stdnt Perfrmnc Given by:																		*Oral Rprts on Stdnt Perfrmnc Given by:*
Faculty	–	–	X	X	–	X	–	–	–	X	–	–	X	–	–	X	6	Faculty
Clinical Supervisor	–	–	–	X	–	X	X	X	–	X	X	–	X	–	X	X	9	Clinical Supervisor
Others	–	–	–	–	X	–	–	–	–	–	–	–	–	–	–	–	1	Others
Sttgs where Stdnt Prfrmnc is Evluatd:																		*Sttgs where Stdnt Prfrmnc is Evluatd:*
Conferences	–	–	X	X	X	X	X	X	X	X	X	X	–	X	–	X	12	Conferences
Classroom activities	X	–	X	X	X	X	X	X	X	X	–	X	X	X	–	X	13	Classroom activities
Clinical activities	X	–	X	X	–	X	–	X	X	X	X	X	X	X	–	X	12	Clinical activities
On Job setting	–	X	–	–	X	–	X	–	–	X	–	X	–	X	X	X	8	On Job setting
Simultns (eg rl plyg)	–	–	–	–	–	X	–	–	–	–	–	–	–	–	–	–	1	Simultns (eg rl plyg)
Prfrmnc of Impct Trgt:																		*Prfrmnc of Impct Trgt*
Medical, e.g. dischrg records, etc.	–	X	X	–	–	–	–	–	X	–	X	–	X	–	–	–	5	Medical, e.g. dischrg records, etc.
Eductnl, test measrs	–	–	X	–	X	X	X	–	X	X	X	–	X	X	–	–	9	Eductnl, test measrs
Behvrl, e.g. continuos performance records	–	–	X	–	X	X	X	–	X	–	X	–	X	X	X	X	10	Behvrl, e.g. continuc performance records

TABLE 20

FORMAT:

The horizontal axis indicates the individual UAF divisions. The numerical entry indicates the total number of measures currently used by each division. The vertical axis indicates the six training components subdivided into knowledge and skill for Master level students in Special Education by individual divisions.

DATA ENTRY:

The number entry indicates the total number of measures used to measure knowledge and skills by training components within an individual division for knowledge and skills. The breakdown by training component is listed below:

Diagnosis	6/16	Program	Differentiate btwn. K & S
Prescription	6/15	Program	Differentiate btwn. K & S
Treatment	7/15	Program	Differentiate btwn. K & S
Consultations	5/9	Program	Differentiate btwn. K & S
Instructional Tech.	6/11	Program	Differentiate btwn. K & S
Research	3/8	Program	Differentiate btwn. K & S

DISCUSSION OF TABLE:

With regard to measures used by individual divisions, the range is from a low of three in the research component to six in the diagnosis and prescription category. No post-training measures were indicated at this time.

In summary, a review of Tables 10 - 20 indicates a uniformity of response to diagnosis, prescription, and treatment. In the remaining three components : consultation, instructional technology, and research in all components of an objective, setting, vehicle, materials, action verbs, and measures are found in at least one-half of the individual divisions responded. Additional training components may be suggested but these six meet at least a 50 percent criteria and provide a starting point for a description of overall training components of the Total UAF.

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TABLE 20

THE NUMBER OF MEASURES USED FOR TRAINING PURPOSES.
THE PURPOSE IS DEFINED BY TRAINING COMPONENT AND EXPECTED TRAINEE PERFORMANCE OUTCOME.
THE MEASURES ARE USED IN TRAINING PROGRAMS
DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION.
WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	UAF MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN
TOTAL OF MEASURES CURRENTLY USED	9	5	14	9	10	15	11	5	9	14	9	8	8	10	4	13
THE NUMBER OF THEM USED FOR:																
TRAINING IN DIAGNOSIS	7	5	13	9	8	15	11	6	9	14	9	8	7	10	4	10
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	7	0	13	9	6	15	6	6	9	14	9	8	5	10	1	9
SKILL	1	5	13	9	6	15	5	6	2	14	8	7	5	9	3	10
TRAINING IN PRESCRIPTION	8	5	13	9	9	15	11	6	0	14	9	8	5	10	4	9
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	6	0	13	9	7	15	6	6	0	14	9	8	5	10	1	8
SKILL	5	5	13	9	7	15	5	6	0	14	8	7	3	9	3	9
TRAINING IN TREATMENT	8	5	13	9	10	15	11	5	0	14	9	6	6	10	4	10
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	7	0	13	9	7	15	6	5	0	14	9	6	6	10	1	8
SKILL	5	5	13	9	8	15	5	5	0	14	8	5	6	9	3	10
TRAINING IN CONSULTATION	1	0	13	9	0	15	0	0	0	14	9	5	0	9	0	12
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	1	0	13	9	0	15	0	0	0	14	9	5	0	9	0	10
SKILL	0	0	13	9	0	15	0	0	0	14	8	4	0	9	0	12
TRAINING IN INSTRUCTIONAL TECH.	1	5	0	9	10	15	11	0	0	10	2	3	0	9	0	2
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	1	0	0	9	7	15	5	0	0	10	2	3	0	9	0	2
SKILL	1	5	0	9	8	15	6	0	0	0	0	2	0	9	0	2
TRAINING IN RESEARCH	6	0	13	0	5	1	3	0	0	1	3	0	0	0	0	2
EXPECTED TRAINEE PERFORMANCE OUTCOME																
KNOWLEDGE	6	0	13	0	4	1	3	0	0	1	3	0	0	0	0	2
SKILL	2	0	13	0	2	1	0	0	0	0	3	0	0	0	0	1

TABLE 21

FORMAT:

The horizontal axis indicates individual UAF divisions. The vertical axis indicates the demographic characteristics of client-patients seen through clinical activities related to training objectives. Twenty-five separate characteristics are organized into six classifications.

DATA ENTRY:

An X indicates the presence of a particular characteristic of a client-patient seen for training purposes. A blank indicates the absence of a particular characteristic.

DISCUSSION OF TABLE:

The six classifications are summarized across individual divisions below. The age of target children and adults seen for training purposes can best be described as previously of school age first, then preschool, and finally young adults.

All degrees of handicapped are represented across all sixteen UAF's. Equal numbers of males and females were also used for training purposes.

Under types of handicapped, mentally retarded, multi-handicapped, and learning disorders children rank one, two, three. Two other categories emotionally disturbed and physically handicapped children were also in large enough numbers across the program to warrant mention here.

The race of client-patients were also noted. Almost all programs have included black patients in there

DISCUSSION OF TABLE (continued)

training program. Finally a rather even distribution of urban, rural, and poor client-patients were also seen for training across the divisions.

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TABLE 21

THE IDENTIFICATION OF IMPACT TARGET POPULATION USED IN TRAINING PROGRAMS DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION, WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

IMPACT TARGET	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN	TOTALS	IMPACT TARGET
	UAF																	
Type of Clnt-Pats:																		*Type of Clnt-Pats:*
Age 0-2	-	-	X	X	-	-	-	X	-	X	X	-	X	X	-	-	7	Age 0-2
2-6	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	X	15	2-6
6-12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16	6-12
12-18	X	X	X	X	X	-	X	X	X	X	-	-	X	X	X	X	13	12-18
18+	X	-	X	-	X	-	-	X	-	-	-	-	-	X	-	-	5	18+
Degrees of Hndicp:																		*Degrees of Hndicp:*
Mild	X	X	X	X	X	X	X	X	X	X	X	X	X	X	-	X	15	Mild
Moderate	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	16	Moderate
Severe	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	X	15	Severe
Sex of Clnt-Pats:																		*Sex of Clnt-Pats:*
Male	X	X	X	-	X	X	X	X	X	X	X	-	X	X	X	X	14	Male
Female	X	X	X	-	X	-	X	X	X	X	X	-	X	X	X	X	13	Female
Types of Hndicp:																		*Types of Hndicp:*
Emotnly distbd	X	X	X	-	X	-	-	X	-	X	X	-	-	X	-	X	9	Emotnly distbd
Learning impaird (e.g. neurolgcl)	X	X	X	X	-	X	X	X	X	X	X	X	X	X	-	X	14	Learning impaird (e.g. neurolgcl)
Mntly retarded	X	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	15	Mntly retarded
Multihandicapped	X	-	X	X	X	X	-	X	X	X	X	X	X	X	X	X	14	Multihandicapped
Physcly impaired	X	-	X	-	X	-	-	X	-	X	-	-	X	X	-	X	8	Physcly impaired
Sensory impaired (e.g. blnd, df)	X	-	X	-	-	-	-	-	-	X	-	-	-	X	-	-	4	Sensory impaired (e.g. blnd, df)
Socially disabld	-	-	X	-	X	-	-	-	-	X	-	-	-	-	-	-	3	Socially disabld
Type of Clnt-Pat. & Fmly Ethnc Grps:																		*Type of Clnt-Pat. & Fmly Ethnc Grps:*
Black	X	X	X	X	X	X	X	X	X	X	X	-	X	X	-	X	14	Black
Latin	-	X	X	X	-	-	-	X	-	-	-	-	-	-	-	-	4	Latin
Indian	-	X	X	-	-	-	X	-	-	X	-	-	-	-	-	-	4	Indian
White	-	-	X	X	X	X	-	-	-	X	X	-	-	-	-	X	7	White
Oriental	-	X	X	-	-	-	-	-	-	-	-	-	-	-	-	-	2	Oriental
Type of Socio-Econ State of Clnt-Pats:																		*Type of Socio-Econ State of Clnt-Pats:*
Urban	X	X	X	X	X	X	X	X	X	X	-	X	X	X	-	X	14	Urban
Rural	-	-	X	-	X	X	X	X	-	X	-	-	-	X	X	X	9	Rural
Poor	-	X	X	X	X	X	X	X	X	X	-	-	-	X	-	X	11	Poor

TABLE 22

FORMAT:

The horizontal axis indicates individual UAF divisions. The vertical axis indicates the demographic characteristics of a client-patient: age, degree of handicap, sex famialial type and/or race, and socio-economic status.

DATA ENTRY:

A numerical entry indicates a number of client-patients seen by the individual divisions (N=15) in terms of the typology described above. Only summaries across age pre-reported.
A blank indicates that no client-patients were reported in that category. An X indicates missing data.

DISCUSSION OF TABLE:

The numerical entry indicates client-patients seen by individual division for training or specific groups or trainees defined by discipline, level, time, and objectives throughout Unit 1. The individual UAF see other client-patients for service, research, and other reasons. Those numbers are not inclueded here.

Only totals across age are reported here, since the individual divisions have all recorded this data.

Of the fifteen centers reporting, 1,285 children and young adults were seen as part of a training unit.

Further inspection of the table indicates range or data recording practices since some centers do not collect certain data; therefore, column totals are not consistent within some divisions. Additional descriptive data about the nature and breath of the client-patient population are evident. First, trainees in the individual divisions reporting see primarily children under 12 years of age and few young adults. Trainees also see primarily mild and moderately handicapped children. The client-patients appear to be more male than female. They certainly represent the entire range of handicapped types. The mentally retarded, multi-handicapped and learning disabled rank one, two, three.

These children are primarily white youngsters; approximately 25 percent of the population seen is reported as black. Due to confusion over socio-economic level, only very tentative observations can be made.

In summary, it can be said that UAF trainees under Special Education are exposed to a rich pool of client-patients who represent a wide range of handicapped children primarily of school age and younger.

NOTE *: this table represents additional data collected in part at the Dissemination-Review Conference in Atlanta. Due to previous commitments the Special Education Directors from Kansas and Georgia were unable to attend.

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TABLE 22

THE NUMERIC BREAKDOWN OF IMPACT TARGET POPULATION USED IN TRAINING PROGRAMS DESIGNED FOR TRAINEES WORKING TOWARD A MASTERS DEGREE IN SPECIAL EDUCATION, WHO HAVE NOT BEEN EMPLOYED AS SPECIAL EDUCATION TEACHERS.

Grand Total
Impact Target-Client Patients
for all age groups

1285

IMPACT TARGET — UAF

Type of Clnt-Pats.	ALABAMA	CALIFORNIA UCLA	CALIFORNIA CHDS. HOSP.	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS.	N. CAROLINA	OHIO COLUMBUS	OHIO CINCINNATI	OREGON	TENNESSEE	UTAH	MICHIGAN
Age 0-2	.	-	20	1	-	-	2	-	-	7	5	-	5	5	-	-
2-6	12	18	30	3	x	-	8	50	12	21	5	14	26	39	3	5
6-12	14	20	70	3	x	40	5	70	15	120	5	278	24	56	16	16
12-18	60	30	27	1	x	-	2	40	3	10	-	-	10	9	14	5
18+	15	-	3	-	x	-	-	10	-	-	-	-	-	3	-	-
Degrees of Hndicp:																
Mild	12	30	87	3	x	14	x	80	14	75	5	200	13	22	-	7
Moderate	70	20	39	4	x	26	x	80	14	60	8	63	44	26	24	10
Severe	10	18	24	1	x	-	x	20	2	15	2	29	8	26	9	9
Sex of Clnt-Pats:																
Male	71	40	x	4	x	30	x	61	15	80	8	180	40	60	23	19
Female	24	28	x	4	x	10	x	41	15	55	7	112	25	52	10	7
Types of Hndicp:																
Emotnly distbd	5	40	16	-	x	-	x	10	-	10	1	-	-	9	3	3
Learning impaird	8	12	23	3	-	2	x	50	2	40	1	15	24	11	-	12
(e.g. neurolgcl)	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mntly retarded	70	12	20	2	x	14	x	75	14	40	10	263	10	56	22	8
Multihandicapped	7	4	57	3	x	24	x	20	14	20	3	14	6	33	8	2
Physcly impaired	5	-	22	-	x	-	x	10	-	10	-	-	25	19	-	1
Sensory impaired (e.g. blnd, df)	10	-	4	-	-	-	x	10	-	10	-	-	-	11	-	-
Socially disabld	-	-	8	-	x	-	x	5	-	5	-	-	-	-	-	-
Type of Clnt-Pat. & Fmly Ethnc Grps:																
Black	20	9	45	2	x	2	1	95	13	65	3	-	1	31	-	3
Latin	-	5	42	1	-	-	1	5	2	-	-	-	-	-	-	-
Indian	-	-	4	-	-	-	-	-	-	5	-	-	-	-	-	-
White	75	47	59	5	x	38	15	80	15	65	12	292	64	81	33	18
Oriental	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Type of Socio-Econ State of Clnt-Pat																
Urban	102	x	145	4	x	10	x	60	13	60	10	278	65	90	-	17
Rural	-	-	5	-	x	30	x	60	-	75	5	-	-	17	33	3
Poor	-	x	125	4	x	30	x	60	13	70	5	-	-	41	-	4

IMPACT TARGET

Type of Clnt-Pats:
Age 0-2
2-6
6-12
12-18
18+

Degrees of Hndicp:
Mild
Moderate
Severe

Sex of Clnt-Pats:
Male
Female

Types of Hndicp:
Emotnly distbd
Learning impaird
(e.g. neurolgcl)
Mntly retarded
Multihandicapped
Physcly impaired
Sensory impaired
(e.g. blnd, df)
Socially disabld

Type of Clnt-Pat. & Fmly Ethnc Grps:
Black
Latin
Indian
White
Oriental

Type of Socio-Econ State of Clnt-Pats:
Urban
Rural
Poor

B. UNIT II ANALYSIS

The Unit II questionnaire was designed to provide two types of information. The first type of information was related to the responses of the Special Education Directors; whether they conceived their training programs as a coherent package of instructional objectives; and whether they knew of the potential uses of evaluation. The second type of information collected was contextual in a different sense, it provided an indication of communication between UAF Special Education Division and the Department Chairman. By examining these relationships in communication (what types of information is conveyed by the Special Education Director to the UAF Training Director, and how that information differs from what is conveyed to the Department Chairman) inferences were made about the working relationship of the three levels of administration.

From Unit II alone, potentially 190 tables could be drawn for analysis. Selected items from a sample of sections were drawn to illustrate 1) responses of 16 UAF Division Directors 2) responses of UAF Division Directors, Training Directors and Department Chairman; 3) responses of Division Directors and Training Directors.

RESPONSES OF SPECIAL EDUCATION DIRECTORS

When examining the responses of only the Special Education Directors, these trends became apparent. They all report having training criteria based on clearly written strategies and objectives. When asked the specificity of the training objectives, only one Division indicated that they had not specified their objectives. An additional Director reported this level of specificity in few instances.

Those who reported having objectives also had those objectives stated in terms of observable behavior. Only two Directors reported not providing trainees with statements of the aforementioned objectives. With the exception of two Directors, the remaining reported using a pretest at least occassionally to determine the trainee entrance level in terms of knowledge and skill.

In terms of the usage of the evaluation of their internal training programs, the majority of Directors perceived such evaluation as a means of information for future planning. The evaluation in each Division would be based on the training objectives and whether the Directors fulfilled those objectives. If they did not fulfill their outlined objectives, they would modify their training programs.

The comprehensiveness of the evaluation would be based on a training program which could be explained entirely in terms of objectives. As a pre-requisite the Directors must be able to articulate all aspects of their instructional training programs in terms of instructional objectives.

The responses indicate that each Director has at least some segments of his instructional training program organized in the framework of an instructional objective. On the basis of that information, he could use that section of his overall program as a model for other sections. The SEEP Unit I provided a means for the Directors to organize the entire instructional training program in an instructional objective structure.

TABLE 23

FORMAT:

The verticle axis identifies Special Education Directors. The horizontal axis identifies selected items from Unit II, the questionnaire on training evaluation.

DATA ENTRY:

A numeric entry represents a qualified "yes", the degree to which these items are true in a particular program. A zero indicates "no" or "don't know" responses. A minus sign indicates missing data.

DISCUSSION OF TABLE:

The responses of the Special Education Directors can be examined in two ways. Reading horizontally compares the Directors' responses to a given item. For example when responding to the question, "Are training criteria linked to written strategies and objectives," two Directors reported that this is true in all instances in their programs, while two reported this is true in few instances. Reading vertically reveals the extent to which the Directors organize their training programs in the format of an instructional object.

TABLE 23

RESPONSES OF ONLY SPECIAL EDUCATION DIRECTORS

Cell entry: YES responses

1 = in few instances
2 = in some instances
3 = in the majority of instances
4 = in all instances
- = no response

	ALABAMA	UCLA	CHILDREN	FLORIDA	GEORGIA	INDIANA	KANSAS	MARYLAND	MASS	N.CAROLINA	COLUMBUS	CINN.	OREGON	TENN	UTAH	MICHIGAN
PART II, Q8 training criteria linked written strategies & objectives	-	2	1	2	3	4	-	1	3	4	2	2	2	3	2	3
PART II, Q46 objectives for each instructional unit	-	3	3	3	3	3	-	1	4	4	2	2	0	2	3	3
PART II, Q47 objectives in terms of observable behavior	-	3	2	2	4	3	-	1	2	4	2	3	0	2	3	3
PART II, Q49 trainees provided with statements of objectives	-	0	1	1	4	2	-	1	3	4	3	3	0	3	2	4
PART II, Q65 measurements derived from training objectives	-	1	3	3	4	4	-	3	3	4	2	0	2	3	3	3
PART II, Q66 pretest to determine Knowledge and Skill	-	1	0	3	3	4	-	1	0	3	2	3	2	2	2	3
PART III, Q15 evaluation results used to expand training areas	-	1	2	2	3	0	-	3	4	4	2	0	2	3	1	2
PART III, Q16 evaluation results used to reduce training areas	-	1	2	2	3	0	-	3	0	4	2	0	2	1	1	2
PART III, Q19 evaluation results used to modify programs of instruction	-	1	2	3	3	0	-	3	2	4	2	0	2	3	3	3

COMMUNICATION AMONG THE RESPONDENTS

The responses of the three respondents were reduced to "yes, no, don't know" categories. This procedure was used to reduce the bulk of the data. The responses of the three respondents were then compared.

This comparison yielded the following trends. These trends are indicated on tables 24 through 36. The Training Directors posess more detailed information concerning the operation of the Special Education Division than do the Department Chairmen. The Training Directors are more involved in program planning including the modification of training programs on the basis of evaluation. This group distinguishes more between UAF functions and Division functions than do the chairmen.

The Department Chairmen as a group agree with the responses of the Special Education Directors, although there are some Chairmen who evidently do not receive specific information concerning the Division's relation to the next level of UAF administration or other disciplinary Divisions within the UAF. For the most part, this group is aware of their own input in training design, yet unaware of specific inputs of the UAF and the Special Education Division.

Communication among the three respondents is evidently based on role specialization. The primary responsibility of the Division rests with the Special Education Director (based on interview summaries Appendix B). The Director communicates information to the Training Director and to the Department Chairman. The Training Director and Department Chairman apparently receive different types of information. The Training Director possesses information primarily of an administrative nature. Since the responses vary among groups of respondents, it can be inferred that there is little direct communication between the UAF higher levels of administration and the Department Chairmen.

If the UAF Special Education training program offers unique advantages in training experiences, it would seem that the Department Chairmen should be aware of environmental factors unique to the UAF. These environmental factors would include information concerning the coordination of all disciplinary training within the UAF. The two most accessable sources of this information would be the Special Education Director or the Training Director.

The tables representing responses of only the Special Education and Training Director indicate that as a rule less than half of the Training Directors lack detailed information concerning the Division's training program. Only 6 report that instructional objectives are designed at the course or practicum level. Only half report that the objectives are stated in terms of desired observable behavior. Less than half report that the trainees are reported with statements of the objectives. Less than half report knowing about on the job follow ups on former trainees.

The question to be asked when viewing this data is "Should the Training Director monitor this level of program specificity within the Division?" If the Training Director's role is training program coordination, controlling the interdisciplinary training within the UAF, such detailed information is required. If the interdisciplinary training is unique to the UAF, the Department Chairmen should possess this information, so that this information can be employed in the Chairmen's decision concerning the Department's use of the UAF Special Education Division.

TABLE 24

RESPONSES TO UNIT II QUESTION:

ARE THE INSTRUCTIONAL OBJECTIVES AND CRITERIA FOR THE UAF's SPECIAL EDUCATION DIVISION EVER FORMULATED BY THE UNIVERSITY SPECIAL EDUCATION DEPARTMENT?

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	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
				ANSWERED YES
YES frequency	13	13	12	38
Col %	92.9%	92.9%	80.0%	88.4%
				ANSWERED NO
NO frequency	1	1	1	3
Col %	7.1%	7.1%	6.7%	7.0%
				ANSWERED DON'T KNOW
DON'T KNOW frequency	0	0	2	2
Col %	0.0%	0.0%	13.3%	4.7%

SUMMARY: Agreement within UAF most answered YES.
It is interesting to note that 2 Department Chairmen did not know if their instructional objectives and criteria were used in the UAF Special Education Division.

TABLE 25

RESPONSES TO UNIT II QUESTION:

DOES THE UNIVERSITY SPECIAL EDUCATION DEPARTMENT EVER HAVE ACCESS TO THE RESULTS OF UAF SPECIAL EDUCATION TRAINING EVALUATIONS?

BEST COPY AVAILABLE

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
				ANSWERED YES
YES frequency	13	13	13	39
Col %	92.9%	92.9%	86.7%	90.7%
				ANSWERED NO
NO frequency				
Col %				
				ANSWERED DON'T KNOW
DON'T KNOW frequency	1	1	2	4
Col %	7.1%	7.1%	13.3%	9.3%

SUMMARY: The majority agreed that the Department does have access to this information. Four respondents replied don't know indicating perhaps a lack of communication or interest.

TABLE 26

RESPONSES TO UNIT II QUESTION:

ARE THE INSTRUCTIONAL OBJECTIVES AND CRITERIA FOR THE UAF SPECIAL EDUCATION DIVISION EVER FORMULATED BY THE UAF?

BEST COPY AVAILABLE

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
				ANSWERED YES
YES frequency	14	13	11	38
Col %	100.0%	92.9%	73.3%	88.4%
				ANSWERED NO
NO frequency	0	1	0	1
Col %	0.0%	7.1%	0.0%	2.3%
				ANSWERED DON'T KNOW
DON'T KNOW frequency	0	0	4	4
Col %	0.0%	0.0%	26.7%	9.3%

SUMMARY: All of the Special Education Directors responded that their UAF participated in the formation of instructional objectives and criteria for the division. One Training Director said that this was not an Institute function. Four of the chairmen did not know if this was an Institute function.

TABLE 27

RESPONSES TO UNIT 11 QUESTION:

ARE THE INSTRUCTIONAL OBJECTIVES AND CRITERIA FOR THE UAF SPECIAL EDUCATION DIVISION EVER FORMULATED BY THAT DIVISION?

BEST COPY AVAILABLE

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
YES frequency	14	14	12	40
Col %	100.0%	100.0%	80.0%	93.0%
				ANSWERED YES
NO frequency				
Col %				
				ANSWERED NO
DON'T KNOW frequency	0	0	3	3
Col %	0.0%	0.0%	20.0%	7.0%
				ANSWERED DON'T KNOW

SUMMARY: All of the Special Education Directors agreed with the Training Director in that the formation of instructional objectives and criteria are a responsibility of the Division. Three Chairmen did not know if this was done at the Division level.

TABLE 28

RESPONSES TO UNIT 11 QUESTION:

WITHIN THE UAF SPECIAL EDUCATION DIVISION IS TRAINEE PROGRESS EVER MEASURED BY CHANGE OF ATTITUDE?

BEST COPY AVAILABLE

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
				ANSWERED YES
YES frequency	12	7	10	29
Col %	85.7%	50.0%	66.7%	67.4%
				ANSWERED NO
NO frequency	2	5	0	7
Col %	14.3%	35.7%	0.0%	16.3%
				ANSWERED DON'T KNOW
DON'T KNOW frequency	0	2	5	7
Col %	0.0%	14.3%	33.3%	16.3%

SUMMARY: With the exception of two, the Special Education Directors reply that they did measure attitude change. Of the Training Directors only half indicated that this was true. It is interesting to note that one third of the chairmen stated that they did not know if trainee progress was monitored by change of attitude.

TABLE 29

RESPONSES TO UNIT 11 QUESTION:

WITHIN THE UAF SPECIAL EDUCATION DIVISION IS TRAINEE PROGRESS EVER MEASURED BY CHANGE IN OBSERVABLE BEHAVIOR?

BEST COPY AVAILABLE

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
YES frequency	13	11	12	36
Col %	92.9%	78.6%	80.0%	83.7%
				ANSWERED YES
NO frequency	0	1	0	1
Col %	0.0%	7.1%	0.0%	2.3%
				ANSWERED NO
DON'T KNOW frequency	1	2	3	6
Col %	7.1%	14.3%	20.0%	14.0%
				ANSWERED DON'T KNOW

SUMMARY: The vast majority of Special Education Directors report that they measure observable behavior. The other types of respondents report more frequently the measurement of observable behavior, than the measurement of attitude change.

TABLE 30

RESPONSES TO UNIT 11 QUESTION:

IS EVALUATION EVER USED TO EXPAND TRAINING AREAS?

BEST COPY AVAILABLE

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
YES frequency	12	14	7	33
Col %	85.7%	100.0%	46.7%	76.7%
				ANSWERED YES
NO frequency				
Col %				
				ANSWERED NO
DON'T KNOW frequency	2	0	8	10
Col %	14.3%	0.0%	53.3%	23.3%
				ANSWERED DON'T KNOW

SUMMARY: Each Training Director reported that training evaluation could be used as a basis for expanding training areas. This group was more likely to make this response than the Special Education Directors. Of the Chairmen more than half reported that they did not know of this UAF operation.

TABLE 31

RESPONSES TO UNIT 11 QUESTION:

IS EVALUATION EVER USED TO REDUCE TRAINING AREAS?

BEST COPY AVAILABLE

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
				ANSWERED YES
YES frequency	11	12	7	30
Col %	78.6%	85.7%	46.7%	69.8%
				ANSWERED NO
NO frequency	1	2	0	3
Col %	7.1%	14.3%	0.0%	7.0%
				ANSWERED DON'T KNOW
DON'T KNOW frequency	2	0	8	10
Col %	14.3%	0.0%	53.3%	23.3%

SUMMARY: Both the Special Education Directors and Training Directors perceived training evaluation as a basis for the efficient utilization of training resources. Again, half of the chairmen did not know of this operation with the UAF setting.

TABLE 32

RESPONSES TO UNIT 11 QUESTION:

ARE THE OBJECTIVES EVER CLEARLY FORMULATED FOR EACH INSTRUCTIONAL UNIT? (Course, subsection, or practicum)

BEST COPY AVAILABLE

*The Department Chairmen were not asked to respond to this question.

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
YES frequency	13	6		ANSWERED YES 19
Col %	92.9%	42.9%		77.9%
NO frequency				ANSWERED NO
Col %				
DON'T KNOW frequency	1	8		ANSWERED DON'T KNOW 9
Col %	7.1%	57.1%		32.1%

SUMMARY: The Special Education Directors reported they were at this level of organization. However, less than half of the Training Directors did not know, implying that they did not monitor the Division's training program at that level.

TABLE 33

RESPONSES TO UNIT II QUESTION:

ARE THE INSTRUCTIONAL OBJECTIVES EVER STATED IN TERMS OF DESIRED OBSERVABLE BEHAVIOR?

BEST COPY AVAILABLE

*The Department Chairmen were not asked to respond to this question.

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
YES frequency	13	7		ANSWERED YES 20
Col %	92.9%	50.0%		81.2%
NO frequency				ANSWERED NO
Col %				
DON'T KNOW frequency	1	7		ANSWERED DON'T KNOW 8
Col %	7.1%	50.0%		28.8%

SUMMARY: The vast majority of Special Education Directors reported that they followed this design in the formation of instructional objectives. Half of the Training Directors did not, implying that they did not monitor the Division's training program at that level.

BEST COPY AVAILABLE

TABLE 34

RESPONSES TO UNIT II QUESTION:

ARE THE UAF SPECIAL EDUCATION TRAINEES EVER PROVIDED WITH STATEMENTS OF OBJECTIVES FOR EACH INSTRUCTIONAL UNIT?

*The Department Chairmen were not asked to respond to this question.

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
				ANSWERED YES
YES frequency	12	5		17
Col %	85.7%	35.7%		60.8%
				ANSWERED NO
NO frequency	1	0		1
Col %	7.1%	0.0%		3.5%
				ANSWERED DON'T KNOW
DON'T KNOW frequency	1	9		10
Col %	7.1%	64.3%		35.7%

SUMMARY: Over three-fourths of the Special Education Directors reported this procedure. Again over half of the Training Directors did not know if this was true.

TABLE 35

RESPONSES TO UNIT 11 QUESTION:

ARE THE MEASUREMENTS USED IN THE ASSESSMENT OF UAF SPECIAL EDUCATION TRAINEES EVER DERIVED FROM TRAINING OBJECTIVES?

BEST COPY AVAILABLE

		UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
YES	frequency	12	9	9	ANSWERED YES 30
	Col %	85.7%	64.3%	60.0%	69.8%
NO	frequency	1	4	2	ANSWERED NO 7
	Col %	7.1%	28.6%	13.3%	16.3%
DON'T KNOW	frequency	1	1	4	ANSWERED DON'T KNOW 6
	Col %	7.1%	7.1%	26.7%	14.0%

SUMMARY: With two exceptions the Special Education Directors maintain that assessment of trainees is based on training objectives. It is interesting to note that two thirds of the Training Directors are unaware of this. The Chairmen also lack this information in the same proportion.

TABLE 36

RESPONSES TO UNIT 11 QUESTION:

IS THERE EVER FOLLOW UP ON FORMER SPECIAL EDUCATION TRAINEES ON THE JOB?

BEST COPY AVAILABLE

*The Department Chairmen were not asked to respond to this question.

	UAF Spec. Ed Director N=14	UAF Training Director N=14	University Spec. Ed. Chairmen N=15	TOTALS N=43
				ANSWERED YES
YES frequency	12	4		16
Col %	85.7%	28.6%		57.1%
				ANSWERED NO
NO frequency	1	3		4
Col %	7.1%	21.4%		14.3%
				ANSWERED DON'T KNOW
DON'T KNOW frequency	1	7		8
Col %	7.1%	50.0%		34.6%

SUMMARY: Of the Special Education Directors the majority indicate using this procedure. Less than a third of the Training Directors are aware of this practice.

VI, DATA DISSEMINATION

The Special Education Evaluation Project has presented and discussed with five different groups during the American Association of Mental Deficiency Annual Convention in Atlanta on May 28-June 1st.

On May 28-29, the Evaluation project was first presented and discussed with special educators from 14 special education and early childhood programs within UAF's. The major objectives of the Workshop were:

1. to present preliminary summary data as provided by Units 1 and 11
2. to validate this data
3. to suggest possible used of the data
4. to present a data retrieval system and its possible use in preparing proposals and further evaluations.
5. to assign to future evaluation activities

A questionaire evaluating the workshop (see Appendix C) was devised consisting of 10 questions dealing with the content, discussion, and presentation of the workshop; one question concerning possible uses of the evaluation data as presented; and six questions concerning individual benefits from the workshop and suggestions for future conferences, problem-solving and priorities.

The individual completing the form was instructed to rate the content and presentation of the workshop on a 5 point continuum from a low, negative, 1 to a high, positive, 5. Of the 140 possible ratings only 8 were negative. Eighty five, or over 60% were rated 4 or 5.

The majority of those completing the evaluation form indicated that the evaluation data would be most useful in the following areas.

1. preparation of progress reports
2. preparation of future proposals
3. settling priorities for the component and its relationship to the University Training Program.

A number of the respondents suggested that future evaluation be concerned with qualitative judgments, BEH input and areas of data usage by government funding agencies.

Tables mentioned in minutes do not coincide with numbering of tables in this final report. Data tables were revised on the basis of the group deliberations. Four examples of individual data tables have also been included for review in the appendices.

The major objective of these meetings were to share the preliminary analysis of the data, verify discrepancies in data entries, review site visitation data, and consider recommendations. An instructional objectives procedure and a basis record keeping format were also discussed and subsequently revised after incorporating comments from those in attendance.(see Appendix D)

A September meeting of the Regional Consortium group and project staff was suggested by Dr. Aaronson with Drs. Martin and Whelan and other Bureau staff. The purpose of this meeting will be a review of project results, further directions, and the Bureau's position on UAF's development and support.

The second presentation of the UAF Evaluation project was made by Dr. Forness to the disciplinary meeting of Special Educators (N=15) held in conjunction with the Association of University Affiliated Facilitees meetings on May 29. (AUAF)

The third discussion of the project was held at the Evaluation Committee of the AUAF on May 30. Approximately 25 people were in attendance. The relationship of this type of "special project" was discussed by Mr. Tad Mayeda in relation to his study on Data Collection and Utilization (1973) of entire UAF organizational structure and basic data on trainees and programs. Drs. Burrello and Daley were in attendance at this meeting. Minutes of this meeting and subsequent correspondence has been placed in the Appendix C.

The fourth dissemination activity took place on May 30 as part of the AAMD program. A workshop entitled Interdisciplinary Evaluation was shared by Dr. Burrello. Dr. Daley presented the preliminary results of the Evaluation project to approximately 75 people. A copy of the panel and their projects have been presented in the appendices. A letter of commendation was received by Dr. Daley from a Director of the Riley Child Development Center, a UAF not even included in the workshop. It has been placed in Appendix C.

The fifth and last presentation of the Evaluation project was made by Dr. Burrello and Mr. Slantz the chief research assistant to the staff, to the interdisciplinary Council of Disciplines on June 1. The purpose of this meeting was to share findings and discuss possible generalizations of the format for use by other disciplines as a way to (1) develop a common reporting format (2) assist other program disciplines to better articulate training program objectives and (3) describe other disciplinary functions. Hopefully the latter would lead to a scheme to test interdisciplinary evaluation activities. Additional funding will be necessary to carry this plan out. The Project Staff will see about additional funding this fall.

VII. MAJOR FINDINGS: UNIT ONE

A summary of the significant findings reported in the analysis section presented below. These findings are presented in a question and answer format to stimulate additional issues which may necessitate further study and analysis before final decisions can be made by individual UAF program directors, center administrators, or federal bureau personnel. Recommendations will also be presented where appropriate based upon the data collected only. Speculations and assumptions will hopefully be minimized. It should be emphasized here again that the purpose of this evaluation activity was to describe UAF special educational programs contextually in order to determine the state of development, to assist decision-making at the program center, and Bureau level. Interpretations and conclusions will obviously be different according to the vantage point of the reader.

Description of Trainees (Tables 1-9) Unit 1

Who do special educators in UAF's train?
How many centers have different training programs?
Of the 16 centers reporting:

16 of 16 train special educators
14 of 16 " psychologists
13 of 16 " social workers
12 of 16 " speech and language specialists
12 of 16 " medical personnel
11 of 16 " nursing personnel
11 of 16 " physical, occupational, or recreational therapists.

Which disciplines do not receive training from more than 50% of the Special Education division Of the 16 centers reporting only:

8 of 16 train Nutritionists
8 of 16 " Dentists
7 of 16 " Psychiatrists
6 of 16 " Audiologists
1 of 16 " Vocational Rehab.

How many different types of trainees do special education divisions train?
Are they primarily pre-service or in-service personnel? Of the 16 centers reporting only:

# Divisions within UAF's	Total # of students	Service Level Pre-	In-
16 spec. ed	12,203	6,176	6,031
14 psych (does not include child Dev. (N=320)	591	511	80
13 social work	993	350	643
12 communicative disorders	1,561	485	1,076
12 medicine	1,007	607	396
11 nursing	759	622	137
11 therapies	433	333	100

The total number for all trainees is 18,315

VII. MAJOR FINDINGS (cont.)

What level of trainees do the special education divisions train?

Divisions within UAF's	Total No. of Programs by Academic and Service Levels					
	BA		Master		Doctorate	
	Pre---	-In	Pre---	-In	Pre---	-In
16 spec.ed	12	4	16	7	10	4
14 psych.	4		7		11	
13 soc. work	3		11		2	
12 Comm. Dis.	3	1	11		4	1
12 medicine	1				6	2
11 nursing	6		4	3	1	1
11 therapy	7	1	6	3	2	

UAF divisions focus more on graduate level training than on under-graduate. Pre-service training is also more heavily weighted than in-service training.

Disciplinary training and certification standards influence level of trainees.

Besides numbers of trainees by discipline, how much training does a trainee receive? Does the academic level affect amount of training?

Although undergraduates are the largest single group of trainees across disciplines they receive less intensive training than graduate students receive, proportionate to the numbers of trainees seen. (See next page for table 31)

An analysis of the composite of individual UAF's as compared to the Total UAF finds individual programs obviously allocating a differing proportion of their resources to different disciplines in varying amounts of time. Decisions regarding this allocation of resources must be decided in terms of national and state manpower needs. Factors which affect spec. ed. contacts with spec. educators and other disciplinary students are departmental relationships, rigidity of disciplinary curriculum, faculty possessiveness of students, source of student funding, setting, and level of development and support of the special ed. component.

Each program will obviously need to examine its functioning in relation to the above factors to determine whether or not it will continue or modify its present practices in relation to the Total UAF. Or it can be argued that individual programs primarily are responding to unique statewide needs and therefore such a comparison is suspect.

Description of Instructional Programs (Tables 10-22)
(Settings, Vehicles, Materials, Action Verbs
Measures, Impact Targets.)

Settings: Tables (10-13)

Where training programs located?
What facilities are primarily used?
Does the location of the training program reflect philosophy, facilities, and other resources of the individual division?
Does size of center reflect number and types of trainees?

(cont.)

TABLE 31

Number of Trainees by Levels, Contact hours, & Division

Divisions within UAF's	BA				MASTERS				DOCTORATE			
	8 or less		9 - 300+		8 or less		9 - 300+		8 or less		9 -300+	
	Pre	In	Pre	In	Pre	In	Pre	In	Pre	In	Pre	In
16 Spec. ed	1354	71	697	222	1866	732	871	241	39	34	70	50
14 Psych.	130		95		115		58		45		50	2
13 Soc. Work.	100		29		80	600	165	40			72	
12 Comm. Dis.	230	1072	27		63		149		8	4	8	
12 Medicine	269	380	53						213		15	2
11 Nursing	607		85	7	3	96	26				1	1
11 Therapy	61	10	188	20	35	23	44	27			5	
	2651	1533	1172	249	2161	1451	1413	308	305	38	221	55

In the reporting group of 16, 80% use primarily UAF-University settings. They also service the largest number of trainees, pre- and in-service, 8 hours or less. By and large these facilities have received construction funds and have the newest and largest centers. Consequently, they are also under pressure to serve large numbers of trainees and client-patients. The Community based Centers, however, are unable to accommodate large numbers of students and apparently maintain a small number of students for longer periods of time. (Tables 9-12)

The data form with regard to settings used by Special Education for training can be significantly reduced by 1/3 from 94 to 63 entries. Thirty-one entries were not chosen by 16 of the 18 centers reporting. In fact, only 6 settings were used by 50% of the 16 centers. They were:

UAF classroom (10)
Interdisciplinary clinics (9)
Learning Disabilities clinics (8)
Residential Care facilities
for Mentally retarded (8)
Conference and Seminar Room (10)

From Table 13, it was found that the number of settings used ingredients from a low of 1-39. At least 8 divisions used 10 or more settings for training master students. More importantly, however, is that 9 of the 16 centers differentiate between knowledge and skill objectives within training components of diagnosis, prescription, treatment and consultation.

INSTRUCTIONAL VEHICLES & MATERIALS (tables 14-16)

The major impact of UAF's Special Education Division of training appears to be through use as a particular site for skill training. Typical Forums established within UAF's are clinical activities in the form of assessment, disposition and follow-up conference. The data form in these areas would remain intact, hence all but two entries were not indicated. The survey did not attempt to record total number of courses handled by division personnel.

ACTION VERBS (table 17-18)

A list of suggested terms to assist in the development of an objective language to describe behavior of trainees by training components is reproduced below from Table 18.

TRAINING COMPONENT	
Diagnosis	assess, observe
Prescription	give directions, recommend
Treatment	remediate, develop curric.
Consultation	advise, confer
Instructional Tech.	communicate, prepare
Research	analyze, synthesize

Other training components may be added and subsequent terms would then be determined. The data form on action verbs would be significantly reduced from 39 terms to a list of 13 terms.

MAJOR FINDINGS (cont.)

MEASURES Tables (19-20)

While these tables reflect the primary measures utilized to measure training by component, the criteria to which training is measured against success is still missing. A major effort in the redesign of the data forms would be establishing ranges of criterion levels. This was not found in the data form because proposals generally reflected the absence of certain statements.

IMPACT Target (Tables 21-22)

The number of handicapped seen by trainees across 15 of the 18 centers reporting total 1285. This data while incomplete, relects that UAF's are meeting the clinical training goals developed in the original legislation. Special Education reported seeing mentally retarded, multihandicapped, learning disabled and emotionally disturbed children as their major clinical targets. Their client-patient population also reflects a trend toward preventative treatment of young pre-school children.

The need for adult services apparently hasn't been met at UAF's. Either UAF's are not getting referrals or training program objectives have not been established and case finding, therefore, is limited. Also Special Education, has only recently in some states been confronted with client-patients over 18 + years of age.

This form needs revision and discussion with UAF training directors and special education regarding entries and number of discipline contacts with individual client-patients.

MAJOR FINDINGS UNIT TWO

The analysis of the responses of the Special Education Directors revealed the following trend. Each of them indicated that they had organized at least part of their programs in terms of an instructional objective. The responses indicated that the instructional objective organization varied among UAF's in terms of specificity. By specificity is is meant both the instructional objectives underlying each instructional unit, whether that be defined as a specific course of sub unit within a course; and the organization of these units in a program, the program having the format of an instructional objective.

As a rule the Directors did have a skeletal organization of their program based on objectives, in all instances a portion of instructional units followed the instructional objective organization. A more detailed organization of each program in the format of the instructional objective is essential to a comprehensive evaluation. The responses indicate that the Directors have an orientation necessary for programs organized in this format.

During informal conversations at the time of the site visit interviews there was a recurrent theme. The Directors pointed out that certain segments of their program were evolving at such a rapid rate that paper and pen could not keep up with subtle changes in objectives based on their responsiveness to trainee needs. The point to be made here is that the changes are subtle, and even these instruction units are organized in terms of instructional objectives although not articulated on paper. The Directors should organize these instructional units in objectives employing more generic terms. Until such time as the instructional unit becomes more stable.

The Directors frequently become locked with instructional objectives at the individual trainee level, this individualization is a positive factor; yet in terms of program organization one must look at the forest as well as each tree.

The analysis of the responses of the Special Education Director, the Training Director, and the Special Education Department reveal the following: The Training Directors possess more detailed knowledge of the UAF Special Education Program than do the Special Education Department Chairman. The Department Chairman is aware of the objectives governing the operation of the UAF Special Education Program; yet in general, is unaware of the detailed operation of the Program and the specific instructional objectives accompanying the instructional units.

SITE VISIT INTERVIEWS

The Site Visit Interviews provide a context, or frame of reference for viewing the Special Education Programs. Each of the Programs are designed for trainees, yet the administrative structure of the UAF, and University, the physical plant, the relationship to the Department are all factors affecting design. The variation among Programs can be attributed to these environmental factors. This information from site visit interviews does not yield itself to capsule summary. As such each set of individual tables is accompanied by a site visit summary for that particular Special Education Program.

(APPENDIX B

ADDITIONAL SOURCES OF INFORMATION

During the Site Visits, each lasting approximately three days, the project representatives had opportunity for many informal conversations, as well as the formal interview questionaire. In this category of information two facts stand out. The first was previously mentioned in the discussion of Unit II; that is the Directors' hesitancy to generalize instructional objectives for a group of trainees. The second fact frequently mentioned by the Training Directors, Department Chairmen, Special Education Director, and other Division Directors, is the relationship between the Division and Department. The Department Chairman was most actively involved in the original design of the UAF Special Education Program. At that time relationships were formalized, and the major Program responsibility was defined to rest with the Director. Although Programs have been modified since that time conceptually the Programs have not devlated from the original design. The question to be asked is how closely the Division's Program should be integrated with the Department.

VIII. MAJOR RECOMMENDATIONS;

A. Federal

1. The Bureau and other responsible agencies who are committed to impact or product outcome evaluation assist in the establishment of a model information retrieval system to be used by individual centers.

A subgroup of representatives centers be selected to pilot a more generalized format, design procedure, and training.

2. The Bureau assist in the refinement of a data bank developed out of SEEP to test its adequacy as part of a technical assistance system to individual UAF Special Education Directors.

3. The Bureau continues to support this and other consortium activities related to interdisciplinary training at UAF's. A specific recommendation would be to support a showing of findings with UAF training directors, department chairmen and Special Education Directors in UAF's. A specific task would also involve Bureau personnel to assist in developing a standard format to be used in data collection and reporting impact data.

4. The Bureau and other federal agencies and associates of UAF support special studies to determine what constitutes interdisciplinary functioning. A special project design to determine the indices of interdisciplinary functioning to measure the process and its effect on training within UAF centers.

B. UAF

1. If interdisciplinary training is to be facilitated, an initial statement of disciplinary and interdisciplinary objectives for trainees must be developed and shared by program personnel. UAF's administrators should consider:

a) the commitment of staff time to the development of these objectives.
b) starting the development of a management information system. Basic accounting data should be available once the Mayeda recommendations are implemented. Unit II provides a series of questions which forms the basis of a program statement.
c) adopting the SEEP package for evaluating interdisciplinary training to be coordinated by the Directors of Training at the individual UAF.
d) UAF training directors periodically bring together department chairmen and UAF Special Educators to review projected program statements and determine their similarity or difference with regard to their implementation with the UAF program, in department, or use some other community facility.
e) encouraging the AUAF association to support proposals to develop enabling skills of program personnel within UAF's.

VIII. MAJOR RECOMMENDATIONS: (cont.)

C. UAF SPECIAL EDUCATION

1. Develop a standardized reporting format to be completed by individual trainee based upon the components of an objective. An example format is in Appendix D

2. Differentiate between administrative program objectives and instructional unit objectives in proposal statement. See Daley et al. (1971).

3. Review data analysis and individual data tables in order to generate a list of other questions which the Project staff could use in the development of additional data tables to assist them in decision making within their programs.

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APPENDIX A

Unit I Data Collection Forms

Unit I Instructions

Unit II Questionaire on Training Evaluation

Site Visitation Interview Protocols

Site Interview Responses

TRAINEE

Discipline _____ (Code No.) **Academic Level** _____ (Enter Here)

			Trainee-Pre-Service					Trainee-In-Service				
		TOTAL CONTACT HOURS	0-8	9-20	21-60	61-300	301-	0-8	9-20	21-60	61-300	301-
I. Trainee	TIME INTERVAL	Number of contacts/Quarter										
		Number of contacts/Semester										
		Number of contacts/Year										
II. Supervisor	TYPE	Clinical Supervisor										
		Professor										
		*Other										
	SERVICE ORGANIZATION	UAF										
		University										
		*Other										

You have now completed the element of an instructional objective dealing with "TRAINEE".

NEXT STEP: See "Instructions for CONDITIONS".

CONDITIONS

(1) Organizational Structure

We would like to know the administrative office to which your chief administrator directly reports _____

Therefore the U.A.F. is administered with in a College (School) ☐

- ☐ Arts and Science
- ☐ Education
- ☐ Medicine
- ☐ Psychology
- ☐ Public Health
- ☐ Other _____

*OR, within a Department in a College or School ☐
(Use Code Number from "U.A.F. Disciplines")

OR, independent of a College or School ☐

Continue On Next Page

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Academic Level: _____
(Enter Here)

CONDITIONS (Cont'd)

(2) Setting

	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
Association for the:																								
Blind																								
Brain Injured																								
Deaf																								
Emotionally Disturbed																								
Mentally Retarded																								
Multi-Handicapped																								
Neurologically Impaired																								
Sensory Disabled																								
Socially Disabled																								
Child Guidance & Service Centers:																								
Clinical Psych. Ctr.																								
City & County Public Health Departments																								
Children's Psychiatry																								
Child Development Ctr.																								
Child Study Ctr.																								
Counseling Ctr.																								
Mental Health Ctr.																								
Neurological Ctr.																								
Perceptual Development Ctr.																								
Classroom:																								
Private School																								
Public School																								
Hospital School																								
IAE (i.e. laboratory)																								
Clinics:																								
Interdisciplinary																								
Bilingual																								
Biochemistry																								
Birth Defects																								
Cytogenetic																								
Diagnostic																								
Endocrine																								
Feeding																								
Genetic																								
Learning Disabilities																								
Medical																								
Neurologic																								
Neuropsychiatric																								
PKU																								
Well Baby																								
Community facilities:																								
Auditorium																								
Motel																								
*Other (i.e. conference)																								
Day Camp for the:																								
Blind																								
Brain Injured																								

K - Knowledge S - Skill

Continue On Next Page

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Academic Level: _____
(Enter Here)

CONDITIONS (Cont'd)

	Pre-Service						In-Service					
	TRAINING COMPONENT						TRAINING COMPONENT					
	Diagnosis	Prescription	Treatment	Consultation	Instructional Technology	Research	Diagnosis	Prescription	Treatment	Consultation	Instructional Technology	Research
	K S	K S	K S	K S	K S	K S	K S	K S	K S	K S	K S	K S
Day Camp for the: (Cont'd)												
Deaf												
Emotionally disturbed												
Mentally retarded												
Multihandicapped												
Neurologically impaired												
Sensory impaired												
Socially disabled												
Day schools for the:												
Blind												
Brain injured												
Deaf												
Emotionally disturbed												
Mentally retarded												
Multihandicapped												
Neurologically impaired												
Sensory impaired												
Socially disabled												
Home:												
Client patient												
Group												
Hospital:												
General												
Psychiatric												
Other												
Residential Care for the:												
Blind												
Brain injured												
Deaf												
Emotionally disturbed												
Mentally retarded												
Multihandicapped												
Neurologically impaired												
Sensory impaired												
Socially disabled												
Summer Camp for the:												
Blind												
Brain injured												
Deaf												
Emotionally disturbed												
Mentally retarded												
Multihandicapped												
Neurologically impaired												
Sensory impaired												
Socially disabled												
Montessori school												
UAF facilities:												
Conference room												
Seminar room												
Video room												

K - Knowledge S - Skill

Continue On Next Page

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Academic Level: _____
(Enter Here)

CONDITIONS (Cont'd)

	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
University facilities:																								
Auditorium																								
Classroom																								
Conference room																								
Other (e.g. audio-visual)																								
Vocational Rehabilitation Centers:																								
Adult day serv. Ctr																								
Occupation Ctr																								
Sheltered Workshops																								
Vocational Rehab. Ctr																								
Other																								
(3) Instructional Vehicle																								
Clinical rounds																								
Demonstration																								
Fellowship conference																								
Lecture																								
Practicum																								
Programmed course																								
Programmed instruct																								
Seminar																								
Simulation																								
Staffing Conference																								
Tutorial																								
Workshop																								
(4) Materials																								
Audio records & playback																								
Disc record																								
Tape																								
Computers																								
Diagnost. test & equipmt																								
Disciplinary apparatus																								
Microfilm																								
Photographic																								
Still																								
Colored slides																								
Overhead transparencies																								
Motion Pictures																								
Print Matrices																								
Lesson sheets																								
Workbooks																								
Textbooks																								
Client patient records																								
Reference materials																								
Video media																								
Closed circuit																								
Broadcast TV																								
Videotape rec. & playback																								

K = Knowledge S = Skill

(5) Supervisor: *(because of the special information requested by the Regional Advisory Committee and its relationship to trainee, this condition will be completed as part of the section on "TRAINEE"*

You have now completed the element of an instructional objective dealing with conditions.

NEXT STEP: See "Instructions for ACTION VERBS."

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Academic Level: _____
(Enter Here)

ACTION VERBS

NOTE: This is only a representative sample of action verbs you have used in your proposals. Please add others as appropriate.

ACTION VERBS	Pre-Service TRAINING COMPONENT												In-Service TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
Assess																								
Define																								
Determine																								
Evaluate																								
Identify																								
Judge																								
Observe																								
Study																								
Decide																								
Draw up																								
Give directions																								
Give information																								
Order																								
Recommend																								
Write																								
Alter, modify																								
Develop curriculum																								
Follow through																								
Give student service																								
Give therapy to																								
Implement																								
Manage																								
Provide feedback																								
Remediate																								
Use prescription																								
Advise																								
Conclude																								
Counsel																								
Debrief																								
Direct																								
Guidance service																								
Communicate																								
Inform																								
Propose																								
Provide																								
Transport																								
Analyze																								
Compute																								
Measure																								
Synthesize																								
Others:																								
_____																								

K = Knowledge S = Skill

You have now completed the element of an instructional objective dealing with "ACTION VERBS". 5

NEXT STEP See "Instructions for MEASURES."

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Academic Level: (Enter Here)

MEASURES	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
Written reports by trainee:																								
Essay																								
Research paper																								
Seminars																								
Case Study																								
"Objective" examinations completed by trainee:																								
Questionnaire																								
Checklist																								
Self report inventory																								
Self rating by student																								
Standardized exam																								
Oral examination taken by trainee:																								
Written reports on student performance prepared by:																								
Faculty																								
Clinical Supervisor																								
Others																								
Oral reports on student performance given by:																								
Faculty																								
Clinical Supervisor																								
Others																								
Settings where student performance is evaluated:																								
Conferences																								
Classroom activities																								
Clinical activities																								
On job setting																								
Simulations (e.g. role playing)																								
Performance of Impact Target:																								
Medical (e.g. discharge records, etc.)																								
Educational (Test results, Behavioral rating, Commission recommendations, etc.)																								

K - Knowledge S - Skill

You have now completed the element of an instructional objective dealing with MEASURES.

NEXT STEP: See "Instruction for IMPACT TARGET."

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IMPACT TARGET

NOTE

1. *Record in boxes the number of persons seen by the trainee for whom you are filling out the present form (e.g. special education undergraduates).*
2. *Use same time interval as chosen on page 1, Trainee Section.*
3. *Circle entry at the year time interval is used.*

Academic Level: _____
(Enter Here)

	Pre-Service												In-Service											
	TRAINING COMPONENT												TRAINING COMPONENT											
	Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research		Diagnosis		Prescription		Treatment		Consultation		Instructional Technology		Research	
	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S
Client-patient:																								
Age: 0-2																								
2-6																								
6-12																								
12-18																								
& 18+																								
Degree of handicap:																								
Mild																								
Moderate																								
Severe																								
Sex:																								
M																								
F																								
Type of Handicap:																								
Emotionally disturbed																								
Learning impaired (e.g. neurological)																								
Mentally retarded																								
Multihandicapped																								
Physically impaired																								
Sensory impaired (e.g. hard of hearing, deaf)																								
Specially disabled																								
Client patient and Family ethnic group:																								
Black																								
Chicano																								
Indian																								
Other																								
Socio-economic status:																								
Urban																								
Rural																								
Poor																								

K = Knowledge S = Skill

You have now completed the element of an instructional objective dealing with IMPACT TARGET.

NEXT STEP: Return to unworked item in "GENERAL INSTRUCTIONS." You will begin the Academic Sub Set for the next level trainee.

SPECIAL EDUCATION EVALUATION PROJECT

FOR UNIVERSITY AFFILIATED FACILITIES

UNIT I

INSTRUCTIONS

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GENERAL INSTRUCTIONS

By following the procedures outlined in the instructions, you are examining the Special Education Division of your UAF and writing a contextual description of your instructional programs. This is accomplished by relating the elements of instructional objectives to the conceptual training components of your UAF Special Education training programs. These components were identified and agreed upon by the Regional Advisory Committee as representative components of all the UAF Special Education training programs: Diagnosis, Prescription, Treatment, Consultation, Instructional Technology and Research. (See "Instructions" page 6 for definitions). Although these components refer specifically to TRAINING, they may also be analytically applied to the non-training functions of CLINICAL SERVICES and RESEARCH (See Benson, 1972).

The format used for this descriptive phase of the evaluation project corresponds to the following elements of an instructional objective: trainee, conditions, actions, measures, criteria, and impact target.

Objective — is a statement of intent describing a proposed change in a trainee--what knowledge or skill a trainee must exhibit to demonstrate successful completion of a learning experience--"an intended outcome" (Mager).

Trainee — is the subject of the statement of intent. It answers the question "Who?" (Klein). The trainee is the direct recipient of the instructional training, e.g. students or community personnel; not the impact target.

Conditions — are the organizational structure, setting, instructional vehicle, materials, and supervisor which identify properties of the situation in which a trainee's training takes place.

Action Verb — describes a clearly measurable or observable behavior (Daley). "What will the learner [trainee] do?" (Klein).

Measure — is a specific statement of the frequency, duration, and/or quality of response (Daley).

Criteria — are standards by which measured terminal behavior is evaluated (Mager).

Impact Target — is the intended final recipient or beneficiary of the trainee's performance, the recipient of services, e.g. the handicapped patient, sibling, mother.

For our purposes an objective can be stated as: A given TRAINEE under certain CONDITIONS, will perform a particular ACTION, to be MEASURED in certain ways, evaluated by specific CRITERIA and affecting a given IMPACT TARGET.

References:

Benson, F. Arthur M. "University Affiliated Facilities and Special Education--A Position Paper" as appeared in Special Education in University Affiliated Facilities, project report of Special Education Consortium, 1972.

Boston, Robert E. How to Write and Use Performance Objectives to Individualize Instruction. 4 vols. Educational Technology Publications: Englewood cliffs, New Jersey, 1972.

Daley, M. F., and Morreau, L. E. Format for writing educational objectives. In Design of instructional programs for education developers. Office of Education Contract, 1971.

Klein, Stephen P. et al. Evaluation Workshop I: Participant's Notebook, Center for Study of Evaluation, UCLA. McGraw Hill: Monterey, California, 1971.

Mager, Robert F. Preparing Instructional Objectives. Fearon Publisher: Belmont, California, 1962.

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GENERAL INSTRUCTIONS

Unit I Data Record Forms are organized in the following manner. The Volume consists of several sets of identical forms. Each set represents a particular academic discipline. There is a complete set (28 pages) for each discipline represented in the UAF. Each Discipline Set is divided into 4 Academic level Subsets, each containing 7 pages: Undergraduate, green paper; Pre-Master's, grey paper; Post Master's, blue paper; and Others, white paper.

☐ (1) Pre-read an entire Discipline Set for Unit I. Become familiar with its organizational structure.

Note page 9, "UAF Disciplines". Throughout Unit I please use this list whenever instructions call for use of this code.

Throughout the Discipline Set when the term "other" is used, please X when appropriate and list at bottom of appropriate page specifically who and what "other" represents. (e.g. other in TRAINEE Section, page I could = an elementary public school teacher)

Sub-categories preceded by an asterisk (*) are more fully explained in the instructions under the appropriate headings.

☐ (2) Review your proposal of last year.

☐ (3) Complete the green Academic Subset describing the Special Education training for Undergraduate Special Education trainees. Please accomplish this task by following the guide outlined in step (4) below. We prefer that you complete all elements of the objective for a pre-service trainee first, then return and complete the section for the in-service trainee.

☐ (4) ☐ Turn to page 4. Pre-read the "Instructions for Trainee", including I. Trainee and II. Supervisor.

☐ Complete Trainee section of the Subset following the steps indicated under "Instructions for Trainee".

☐ Turn to page 6. Pre-read the "Instructions for Conditions."

☐ Complete Conditions section of the Subset following the steps indicated in "Instructions for Conditions."

☐ Turn to page 7. Pre-read the "Instructions for Action Verbs."

☐ Complete Action Verbs section of the Subset following the steps indicated under "Instructions for Action Verbs."

☐ Turn to page 8. Pre-read the "Instructions for Measures."

☐ Complete Measures section of the Subset following the steps indicated under "Instructions for Measures."

☐ Turn to page 8. Pre-read the "Instructions for Impact Target."

☐ Complete Impact Target section of the Subset following the steps indicated under "Instructions for Impact Target."

☐ Move on to next item.

GENERAL INSTRUCTIONS (Cont.)

☐ (5) Complete the grey Academic Subset describing the Special Education training for Master's Level Special Education trainees, as indicated in step (4) above.

☐ (6) Complete the blue Academic Subset describing the Special Education training for Post Master's Level Special Education trainees, as indicated in step (4) above.

☐ (7) Complete the white Academic Subset describing the Special Education training for Other Special Education trainees, as indicated in step (4) above (e.g. special students not in an Undergraduate, Master's level or Post-Master's level program or medical interns, residents, training aides with no college experience, doctors, or dentists in the field).

☐ (8) Complete the steps above in the same manner for each discipline contacted by Special Education. List these disciplines below and place an X in the box when the subsets are completed.

	Disciplines	Pre-service Undergraduate	In-service Undergraduate	Pre-service Master's level	In-service Master's level	Pre-service Post-Master's	In-service Post-Master's	Pre-service Other	In service Other
I.	Special Education								
II.									
III.									
IV.									
V.									
VI.									
VII.									
VIII.									
IX.									
X.									
XI.									
XII.									
XIII.									
XIV.									
XV.									
XVI.									
XVII.									

INSTRUCTIONS FOR TRAINEE

Instructions

1. Trainee

Choose the appropriately colored Academic Subset for a given Academic Level (e.g. undergraduate). Beginning on Page 1, read top to bottom of chart. Complete the section for the given Service Level following the steps below:

1) Colored pens have been provided to aid you in differentiating programs within a given Academic Level. For example, the training programs for a dissertation student and a student assigned to clinical service may differ. Both may be pre-service, Post-Master's level students in Special Education. Please indicate at top of trainee section the pen you are using to indicate the types of programs represented.

2) Discipline--enter code number (See page 9, "UAF Disciplines") on appropriate line to identify trainee's discipline.

3) Academic level--enter level according to color listed below:
Green--enter Undergraduate
Grey--enter Master's level
Blue--enter Post-Master's level
White--enter Others

4) Total Contact Hours--fill in number of students contacted by Special Education for each unit across from Total Contact Hours (e.g. 0-8). Choose only one time interval (quarter, semester) as appropriate. Complete contacts/year only when the other categories don't apply (e.g. a yearly workshop).

Terms Used

Pre-service--a student not yet "practicing" in his field.

In-service--a person "practicing" in his field.

Academic level:
UG--any trainee not holding a Baccalaureate degree (regardless of discipline)
MA--any trainee working on post Baccalaureate degree (regardless of discipline)
Post MA--any trainee holding an MA degree (regardless of discipline)
Other--aides, medical interns, or trainees (do not qualify in one of the above)

Total Contact Hours--total number of hours in which a student is directly under special education supervision, within a specified time-interval (i.e. quarter, semester, or year)

Single Contact--A "one time" training experience for the trainee from any discipline for N number of hours. This would be a continuous rather than discontinuous experience for the trainee. Examples are: (1) a one-time, three-hour lecture to a pediatrics faculty, (2) a concentrated workshop lasting two consecutive days.

Instructions	Terms Used
* for single contact only, circle number of students contacted within Total Contact Hours. Refer back to "General Instructions" Item 4 for next step.	
II. Supervisor Continue from top to bottom for the given academic level (e.g. Undergraduate) following the steps below: 1) Type--fill in code number for discipline(s) of supervisor. (See "UAF Discipline") for the following: Clinical Supervisor Professor *Other (e.g. advanced students, community personnel such as administrators and teachers). Please list others at bottom of "Trainee" section.	Supervisor--the person directly responsible for evaluating learner performance. Clinical Supervisor--a person with at least a Master's Degree, competent in diagnostics and supervision. He may come from any discipline.
Service Organization--mark an X in the box appropriate to supervisor for the following: UAF University *Other (e.g. public school system) Please list others at bottom of "Trainee section. Refer back to "General Instructions" Item 4 for next step.	Service Organization--the organization to which the supervisor has primary affiliation.

INSTRUCTIONS FOR CONDITIONS

Instructions

1. At the bottom of page 1 complete the request for administrative officer.

   Mark an X in one of the appropriate boxes (i.e. within a college, within a department or independent.)

   Use code number to indicate discipline within a Department (See "UAF Disciplines", page 9.)

   If your program is not described in the above structure, please write in the appropriate information.

2. Turn to page 2. Complete the section on "Settings" following the steps below for the given Academic Level trainee. Differentiate programs when appropriate by consistent use of colored pen.

   Opposite the setting in which training takes place, mark an X in the K and/or S box(es) under the appropriate Training Component(s). Take care to distinguish between knowledge and skill outcomes. As settings may vary across the Training Component, mark an X in only those boxes which specifically apply to each one.

   If you have multiple entries which do not fit into one box, 1) outline the box in pen, 2) asterisk, and 3) indicate with same colored pen at bottom or back of page.

Terms Used

Organizational Structure--the hierarchy of the UAF administration. For example, to whom are the UAF administrators responsible?

Setting--the physical environment(s) where training occurs within a given Training Component (i.e. diagnosis, prescription, etc.)

Knowledge Outcome--trainee is able to demonstrate a verbal understanding or comprehension within a training component according to specific criteria.

Skill Outcome--trainee is able to exhibit competency in performing (doing) a given action within a training component according to specific criteria.

Training Components of Special Education Program--diagnosis, prescription, treatment, consultation, instructional technology, and research--development --dissemination--evaluation.

diagnosis--a description utilizing tests, interviews, and observations to determine the etiology and state of an individual person, family, or system at a particular point in time.

prescription--a plan of intervention for an individual person, family or system within a specified time frame.

treatment--includes methods and procedures to use in the implementation of a program of client treatment for an individual person, family or system.

consultation--a process of giving information to a counselee for purposes of improving (1) service delivery programs and facilities and (2) treatment services for the individual person, family, or system.

instructional technology--the development of a set of training procedures and instructional materials that evolve from a prescription for an individual person, family, or system. (An example would be a behavior modification program.)

research--development--dissemination--evaluation--the methodology and procedures used in research, development, dissemination, and evaluation.

Interdisciplinary--a team of professionals representing two or more disciplines working together to establish common problem solving procedures.

INSTRUCTIONS FOR CONDITIONS (Cont.)

Instructions

3. Opposite the Instructional Vehicle used in training continue to complete the form by marking an X in the K and/or S box(es) under the appropriate Training Component(s) for the given level trainee. Take care to distinguish between knowledge and skill outcomes.

4. Continue to complete the form for materials by marking an X in the appropriate boxes.

   *Diagnostics tests and
   *Disciplinary apparatus--Use Code number (See "UAF Disciplines") for disciplinary instruments used in Special Education program.

5. Supervisor--this condition has been completed as part of the section of "Trainee".

   Refer back to "General Instructions", Item 4 for next step.

INSTRUCTIONS FOR ACTION VERB

Instructions

This section includes a list of verbs describing the actions which typically identify the training components.

Mark an X opposite those verbs describing the Special Education training under each Training Component. Distinguish between knowledge and skill outcomes.

Refer back to "General Instructions" Item 4 for next step.

Terms Used

Instructional vehicle--the method of training used for an intended outcome.

Follow-up Conference--a disciplinary or interdisciplinary training activity held after suggested interventions have been piloted in the setting where the client(s) is (are) being trained or work(s).

Practicum--a supervised training placement within a UAF or in a community setting dealing directly with clients(i.e. individuals or groups).

Materials--media, soft-ware, etc. utilized within a given training component.

Tutorial--the method utilizing a 1 to 1 ratio between student and supervisor.

Terms Used

INSTRUCTIONS FOR MEASURES

Instructions

Mark an X in the box appropriate to measures used by Special Education Training Program to evaluate student's knowledge or skill competencies.

Refer back to "General Instructions" item 4 for next step.

Terms Used

INSTRUCTIONS FOR IMPACT TARGET

Instructions

Record in boxes the number of persons seen by the trainee for whom you are filling out the present form (e.g. Special Education Undergraduate).

Use same time interval as chosen on page 1, Trainee section.

If the time interval is yearly, please indicate by circling the entry.

*Other--please specify if another ethnic group is important to your training program.

You have now completed an entire Academic Subset.

NEXT STEP: Return to "General Instructions" to next unworked item.

Terms Used

Client-patient--includes an individual child or group of children (i.e. a classroom group).

U.A.F. DISCIPLINES

1. Administration
2. Audiology
3. Biochemistry
4. Child Development
5. Communicative Disorders
6. Communication Media
7. Community Medicine
8. Counseling
9. Dentistry
10. dental hygiene
11. orthodontics
12. pedodontics
13. Electroencephalography
14. Education
15. continuing and adult education
16. early childhood
17. general
18. physical
19. reading, etc.
20. special
21. Genetics
22. Home Economics
23. Law
24. Maternal and Child Health
25. Music Therapy
26. Neurology
27. Nursing
28. Licensed Practical Nurse
29. Public Health Nurse
30. Registered Nurse
31. Nutrition
32. Occupational Therapy
33. Opthalmology
34. Optometry
35. Orthopedics
36. Otolaryngology
37. Pediatrics
38. Pharmacy
39. Physical Medicine
40. Psychiatry
41. child
42. community
43. Psychology
44. behavioral
45. child
46. clinical
47. educational
48. Physical Therapy
49. Recreational Therapy
50. Religion
51. Social Services
52. Sociology
53. Vocational Arts

PRIMARY SOURCE: University Affiliated Facilities, an overview, Division of Developmental Disabilities, U.S. Department of Health, Education, and Welfare, 1972.

SPECIAL EDUCATION EVALUATION PROJECT

FOR UNIVERSITY AFFILIATED FACILITIES

UNIT II

Questionnaire on Training

The project is supported in part by a grant, OEG-0-72-4321(603),
from the Bureau for Education of the Handicapped,
U. S. Office of Education, Department of
Health, Education, and Welfare.

PURPOSE: To provide UAF Special Education Program Directors with information about their division which is basic to their decision-making in the training area.

Evaluation can be defined as the process of delineating, obtaining, and providing useful information for judging decision alternatives. In the simplest model, evaluation consists of three phases: 1) Decision criteria are formulated on the basis of specified objectives; 2) quantitative data are collected; 3) the criteria and the data are compared. This information can be used in the decision-making process. The resulting decisions may lead to program evolution.

DIRECTIONS:

Each of the numbered items in the following checklist is a separate question and requires an answer. Underscored terms are defined in the glossary on page 11. All questions should be answered by either a "yes" or "no" response if at all possible. In addition there is a "don't know" box for each question. This category should be used infrequently and should be used only after the other options have been thoroughly reviewed and rejected. Any question answered with the "don't know" response will be considered a prompt for further discussion of that item at the time of the site visit.

If the "yes" category is selected, enter a number 1,2,3 or 4 in the "yes" box. This number represents the extent to which the item holds true in your particular UAF.

1) in a very small portion of instances
2) in some but not the majority of instances
3) in the majority of instances
4) in all instances

If the "no" category is chosen enter either a number 5 or 6 in the "no" box.

5) this feature does not exist in my UAF
6) in addition, this feature would not be applicable to my UAF

If the "don't know" category is selected, enter the number 7 in that box.

PLEASE COMPLETE ALL ITEMS.

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Part 1

Overview

D.K.	7	DON'T KNOW
NO	6	NOT APPLICABLE
	5	DOES NOT EXIST
YES	4	ALL
	3	MAJORITY
	2	SOME
	1	SMALL

		YES	NO	DON'T KNOW
Where are the instructional objectives and criteria formulated:				
1. the University School of Education?	1.			
2. the University Special Education Department?	2.			
3. the UAF?	3.			
4. UAF Special Education Division?	4.			
5. UAF other divisions?	5.			
Who has access to the results:				
6. the University School of Education?	6.			
7. the University Department of Special Education?	7.			
8. the UAF?	8.			
9. UAF Special Education division?	9.			
10. UAF other divisions?	10.			
Who uses the results of the evaluation in the decision making process:				
11. the University School of Education?	11.			
12. the University Special Education Department?	12.			
13. the UAF?	13.			
14. UAF Special Education division?	14.			
15. other training divisions of UAF?	15.			
16. other training divisions acting jointly?	16.			
Where are the results of decisions based on evaluation apparent:				
17. in the University School of Education?	17.			
18. in the University Special Education Department?	18.			
19. throughout the UAF?	19.			
20. in the UAF Special Education division?	20.			
21. in other training divisions of UAF?	21.			
22. Have procedures been established for <u>process evaluation</u>?	22.			
23. Have procedures been developed for the use of evaluation as a means of adapting the <u>instructional program</u> to current needs?	23.			
24. Have procedures been established for <u>product evaluation</u>, the quality control of the <u>instructional unit</u>?	24.			
25. Is the scope of evaluation the entire UAF?	25.			

Overview (Continued)

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			YES	NO	DON'T KNOW
D.K.	7	DON'T KNOW			
NO	6	NOT APPLICABLE			
	5	DOES NOT EXIST			
YES	4	ALL			
	3	MAJORITY			
	2	SOME			
	1	SMALL			

		YES	NO	DON'T KNOW
Is the scope of evaluation limited to:				
26. clinical services component of UAF Special Education division?	26.			
27. research component of UAF Special Education division?	27.			
28. training component of UAF Special Education division?	28.			
Is the evaluation built into:				
29. each instructional unit?	29.			
30. each instructional program?	30.			
Is the evaluation of an instructional unit based on group achievement via:				
31. gain scores?	31.			
32. average scores, e.g. medians?	32.			
33. Is the evaluation of an instructional unit based on individual achievement, where in each person is rated on mastery criteria individually?	33.			
34. Is there evaluation of instructional strategy and tactic?	34.			
35. Are instructional personnel monitored to determine if the strategy is being executed?	35.			
36. Is trainee progress regularly monitored?	36.			
37. Is trainee progress measured by change of attitude?	37.			
38. Is trainee progress measured by changes in observable behavior?	38.			
39. Is the current evaluation thought to be comprehensive?	39.			
Is evaluation regularly scheduled in:				
40. the training division of the UAF?	40.			
41. the training component of the Special Education division?	41.			
42. each major instructional unit in the Special Education division?	42.			
43. Is the reliability of the performance data checked periodically?	43.			
44. Is the reliability of the evaluation data checked periodically?	44.			
45. Is the data summarized for decision making?	45.			
46. Is the summarized data organized into a usable form?	46.			
Once the information has been collected, how long before it is used in the decision making process:				
47. every 3 months?	47.			
48. every 6 months?	48.			
49. every year?	49.			
50. longer than one year?	50.			

Overview (Continued)

D.K.	7	DON'T KNOW
NO	6	NOT APPLICABLE
	5	DOES NOT EXIST
YES	4	ALL
	3	MAJORITY
	2	SOME
	1	SMALL

		YES	NO	DON'T KNOW
51. Are your evaluation procedures primarily a function of funding considerations?	51.			
Is evaluation viewed as a method of program improvement?				
52. for the entire UAF?	52.			
53. for the Special Education division of the UAF?	53.			
54. for each major instructional unit within the Special Education division of the UAF?	54.			
55. Are the results used for planning further instruction for the same trainees?	55.			
56. Are the results used for modifying existing instructional programs for a new population of trainees?	56.			
Is evaluation seen as a source of internal management budgeting by:				
57. UAF administration?	57.			
58. Special Education Division?	58.			
59. other division directors?	59.			
Is raw/summarized evaluative data presented:				
60. to the administrative staff?	60.			
61. to the Special Education training staff?	61.			
62. to the support staff, i.e. technical specialists from media specialists to secretaries?	62.			
63. to the training staff of other training components?	63.			
64. to the trainees?	64.			
Are decisions based upon and accompanying summarized data presented:				
65. to the administrative staff?	65.			
66. to the Special Education training staff?	66.			
67. to the training staff of other training components?	67.			
68. to the support staff, i.e. technical specialists, from media specialists to secretaries?	68.			
69. to the trainees?	69.			
70. Are the present evaluation procedures based on the UAF's past experience with evaluation?	70.			
71. Are the instructional evaluation procedures reviewed periodically?	71.			

Overview (Continued)

D.K.	7	DON'T KNOW
NO	6	NOT APPLICABLE
	5	DOES NOT EXIST
YES	4	ALL
	3	MAJORITY
	2	SOME
	1	SMALL

		YES	NO	DON'T KNOW
Do your evaluation procedures meet current needs:				
72. of trainee?	72.			
73. of instructional developers?	73.			
74. of Program Directors?	74.			
75. of UAF organization?	75.			
76. Bureau for the handicapped?	76.			
Are your evaluation procedures revised periodically:				
77. every three months?	77.			
78. every six months?	78.			
79. every twelve months?	79.			

Part II

Areas of instructional unit to be evaluated

D.K.	7	DON'T KNOW
NO	6	NOT APPLICABLE
	5	DOES NOT EXIST
YES	4	ALL
	3	MAJORITY
	2	SOME
	1	SMALL

		YES	NO	DON'T KNOW
RATIONALE				
1. Has a clearly written statement of the rationale underlying each training activity been formulated?	1.			
2. Are the training objectives based on the statement of rationale?	2.			
Is the statement of rationale mandatory reading:				
3. by the instructional staff?	3.			
4. by the support staff, i.e. technical specialists?	4.			
5. by the trainees?	5.			
6. Does the rationale reflect the current program development?	6.			
7. Does the staff of each training development activity participate in the formulation and refinement of the statement of rationale?	7.			
CRITERIA: Standards for Assessment				
8. Are the training criteria based on clearly written strategies and objectives?	8.			
Are the present criteria suited to future needs for:				
9. projected expansion of training units?	9.			
10. projected consolidation of training units?	10.			
11. projected reduction of training units?	11.			
12. diversification of operations of the Special Education division of UAF?	12.			
13. diversification of production of training units?	13.			
14. diversification of services offered by Special Education division of UAF?	14.			
15. Are the criteria specific, i.e. can trainee success or failure be easily determined with criteria?	15.			
16. Are the criteria based on detailed and objective analysis of trainee needs?	16.			
17. Are the criteria based on detailed and objective analyses of impact target needs?	17.			
18. Are the criteria formulated so that certain criteria must be met before others?	18.			
19. Are the criteria reviewed periodically to identify need for change?	19.			

Areas of an instructional unit to be evaluated (Continued)

D.K.	7	DON'T KNOW
NO	6	NOT APPLICABLE
	5	DOES NOT EXIST
YES	4	ALL
	3	MAJORITY
	2	SOME
	1	SMALL

		YES	NO	DON'T KNOW
If criteria are modified, where does this process occur:				
20. outside UAF within the University, College of Education, Department of Special Education?	20.			
21. within UAF?	21.			
22. If the criteria are modified, is there appropriate instructor or supervisor training and upgrading built into the training program?	22.			
PROGRAM CONTENT for training components of Special Education Division of UAF				
23. Do the content objectives of the Special Education program identify the basic purposes of the development activity for specific instructional units?	23.			
Does the program content describe the interrelationships of the training activities to other service and operating divisions:				
24. of the UAF?	24.			
25. University School of Education?	25.			
26. University Special Education Department?	26.			
27. Does the content of the Special Education program describe the responsibilities of the training development activities to the UAF as a whole?	27.			
28. Does the program content prescribe responsibilities of the training development activity to specific training components in the UAF?	28.			
29. Does the program statement contain specific directions for the content of training?	29.			
30. Does the program statement include a discussion of the nature and needs of the trainees?	30.			
31. Does the program content include a discussion of the nature and needs of the impact target?	31.			
32. Does the program statement include justification for the types of instructional units being developed?	32.			
33. Does the program statement identify a direction in which the training development activities should move, i.e. sequential course work?	33.			
34. Is the rationale of the program easily identified in the goal statements?	34.			
INSTRUCTIONAL STRATEGIES				
35. Do the training strategies reflect performance outcomes of the training components of Special Education programs in UAF?	35.			

Areas of an instructional unit to be evaluated (Continued)

D.K.	7	DON'T KNOW
NO	6	NOT APPLICABLE
	5	DOES NOT EXIST
YES	4	ALL
	3	MAJORITY
	2	SOME
	1	SMALL

		YES	NO	DON'T KNOW
36. Are the training strategies modified on the basis of feedback on trainee performance?	36.			
Is there modification of instructional strategies based upon:				
37. the needs of the impact target?	37.			
38. behavior changes in impact target?	38.			
39. critique from field supervisors?	39.			
40. the experience/performance of the trainees?	40.			
41. reports from community contacts in placements?	41.			
42. the continually developing experience of the instructional staff?	42.			
43. Does the "classroom" learning activity focus primarily on the acquisition of knowledge as opposed to skill development?	43.			
44. Does the "laboratory" (i.e. practicum, placement, etc.) activity focus primarily on skill learning?	44.			
45. Are the "classroom" and "laboratory" learning activities correlated?	45.			
INSTRUCTIONAL PROCEDURES AND PROCESSES				
46. Are the objectives clearly formulated for each instructional unit?	46.			
47. Are the objectives stated in terms of desired observable behavior?	47.			
48. Do the unit objectives coincide with the program objectives for the trainees?	48.			
49. Are the trainees provided with statements of objectives for each instructional unit?	49.			
50. Are the training sequence units clearly defined for trainees?	50.			
51. Are instructional units prepared on the basis of particular training objectives?	51.			
INSTRUCTIONAL CONTENT				
52. Does the content of instructional unit coincide with the objectives of instruction?	52.			
Does the content of an instructional unit coincide with the desired performance:				
53. job?	53.			
54. knowledge?	54.			
55. skill?	55.			

Areas of an instructional unit to be evaluated (Continued)

			YES	NO	DON'T KNOW
D.K.	7	DON'T KNOW			
NO	6 5	NOT APPLICABLE DOES NOT EXIST			
YES	4 3 2 1	ALL MAJORITY SOME SMALL			

		YES	NO	DON'T KNOW
56. Is the instructional content sequenced by reference to a model?	56.			
57. Is the time allowed for an instructional unit appropriate to the particular content?	57.			
58. Are the one contact instructional units employed because this format is best suited to the content?	58.			
59. Are the one contact instructional units employed because there are time constraints?	59.			
Is the content conveyed by the method of:				
60. conference?	60.			
61. programmed instruction?	61.			
62. demonstration?	62.			
63. lecture?	63.			
64. performance contracting?	64.			
ASSESSMENT OF TRAINEES				
65. Are the measurements derived from training objectives?	65.			
66. Is a pre-test employed to determine knowledge and skills prior to the initiation of instruction?	66.			
67. Is the essential criterion mastery?	67.			
68. Is the essential criterion familiarity?	68.			
69. If a pre-test is employed, and the trainee meets criterion, is the instruction modified?	69.			
Does assessment of trainees provide information needed for developing or evaluating instruction outcomes on the following bases:				
70. maturity of trainees?	70.			
71. interests of trainees?	71.			
72. terminal skills of trainees?	72.			
73. terminal knowledge of trainees?	73.			
74. educational background of trainees?	74.			
INSTRUCTIONAL UNIT EVALUATION				
75. Do the instructional units teach the trainee what was intended?	75.			
76. Is there follow-up of former trainees on the job?	76.			

Areas of an instructional unit to be evaluated
(Continued)

D.K.	7	DON'T KNOW
NO	6	NOT APPLICABLE
	5	DOES NOT EXIST
YES	4	ALL
	3	MAJORITY
	2	SOME
	1	SMALL

		YES	NO	DON'T KNOW
Do the follow-ups provide the following:				
77. detailed data pertaining to adequacy of trainee's job performance?	77.			
78. periodic and cumulative information on same trainee?	78.			
Specific suggestions as to program modification of:				
79. strategies?	79.			
80. criterion measures?	80.			
81. content?	81.			
82. sequencing?	82.			
83. objectives?	83.			
84. Is this information stored in a data bank?	84.			
85. Is this information easily retrieved?	85.			

Part III

Information Usage

D.K.	7	DON'T KNOW
NO	6	NOT APPLICABLE
	5	DOES NOT EXIST
YES	4	ALL
	3	MAJORITY
	2	SOME
	1	SMALL

		YES	NO	DON'T KNOW
For Program Management				
1. Is evaluation used for program planning in the Special Education Division?	1.			
2. Is evaluation used for organizational budgeting?	2.			
3. Is evaluation used as a basis for upgrading staff?	3.			
Is evaluation feedback used to improve communication linkages:				
4. between university college of education and/or Special Education department and UAF?	4.			
5. among training components of UAF?	5.			
6. between administrative and training staff?	6.			
7. between training staff and trainees?	7.			
8. between UAF and community?	8.			
Is evaluation used to improve program coordination:				
9. pointing out unneeded replication of services?	9.			
10. pointing out innovations in one UAF training component which are applicable to other UAF training components?	10.			
11. identifying appropriate decision makers?	11.			
12. Is evaluation used to increase manpower efficiency?	12.			
13. Is evaluation used to increase financial efficiency?	13.			
14. Does evaluation provide comparative cost effectiveness information for instructional units?	14.			
15. Is evaluation used to expand training areas?	15.			
16. Is evaluation used to reduce training areas?	16.			
For Instruction				
Is evaluation feedback used to modify the following:				
17. instructional objectives (e.g. criterion measures)?	17.			
18. Segments of the content for an instructional unit?	18.			
19. programs of instruction?	19.			
20. content of instructional units?	20.			

GLOSSARY

Criteria	standards by which measured terminal behavior is evaluated.
Department	a component of the University administrative structure, e.g. the Special Education Department in the College of Education.
Division	a component of a UAF, e.g. Special Education, Pediatrics, Audiology.
Evaluation data	information employed in making judgements concerning decision alternatives.
Instructional Unit	the equivalent of a formal course, a programmed workshop, etc.
Instructional program	an organization of instructional units to meet larger, more long-range program objectives for a division or department
Objective	a statement of intent describing a proposed change in a trainee--what knowledge or skill a trainee must exhibit to demonstrate successful completion of a learning experience; "an intended outcome".
Performance data	information based on the products of human behavior, e.g. test scores or rate at which tasks are completed.
Process evaluation	the type of evaluation which provides periodic feedback to persons responsible for implementing plans and procedures. Process evaluation has three objectives: (1) to detect or predict defects in the procedural design or its implementation during the implementation stated; (2) to provide information for programmed decisions; and (3) to maintain a record of the procedure as it occurs.
Product evaluation	the type of evaluation which measures and interprets attainments at the end of the project cycle and as often as necessary during the project term. Is assesses the extent to which ends are being attained with respect to change efforts within the system.

SEEP

SITE VISITATION INTERVIEW PROTOCOLS

Site Visit Interview
Special Education Program Directors

1. How difficult was it to decipher the instructions:
   to Unit I ? _____ _____ _____ _____ Explain:
   very moderate slight none

   to Unit II? _____ _____ _____ _____ Explain:

2. Disregarding the repetitious nature of the forms after completing one discipline set, how would you rate the difficulty of the forms themselves:
   to Unit I _____ _____ _____ _____ Explain:
   very moderate slight none

   to Unit II _____ _____ _____ _____ Explain:

3. Do you feel that the forms allowed you to enter data that presented an adequate description of your program?

   Unit I ___ ___
   yes no

   Unit II ___ ___

4. Do you feel that the data is reliable for each discipline set completed in Unit I? ___ ___ Explain: (Ask about record systems - get samples)
   yes no

5. In terms of potential uses for the data collected, which of the following would be appropriate for your center?
   a)____ preparation of future proposals
   b)____ progress report
   c)____ determining training priorities within your training component
   d)____ determining how your program meets the Bureau for the Education of the Handicapped training priorities
   e)____ determining priorities for your component and its relationship to the University Training Program
   f)____ determining your training priorities with respect to state and local and/or regional needs
   g)____ others

6. How are your training priorities determined and what are the dynamics involved?

7. Specifically, what is your role?

8. Who else in the UAF training component participated?

9. List your Special Education training priorities within your UAF (estimated time):

_____ _____%

_____ _____%

_____ _____%

_____ _____%

_____ _____%

_____ _____%

_____ _____%

_____ _____%

10. Are the Special Education training priorities consistent with the overall UAF priorities? If not, explain:

11. What is the input of the University Special Education Department with regard to the formation of the UAF's Special Education training priorities?

12. Identify those factors which facilitate the achievement of goals and objectives within your training component. (e.g. building location with relation to campus, friends in "useful" positions across campus, etc.)

13. Identify those factors which hinder the achievement of goals and objectives within your training component:

14. Generally, which kind of inter-relationship do you feel would be most beneficial for UAF centers? (e.g. independent; exchange ideas and information; some unification of the program - evaluation procedure - forms; central administration).

15. Talk through Unit II. Make notes on actual document.

16. What would you like to occur at the dissemination meeting (i.e. what topics, what types of information) at the Atlanta meeting in May?

Site Visit Interview
University Special Education Department Chairman

1. What are the UAF training priorities?

2. How are the UAF training priorities determined, and what are the dynamics involved?

3. Who is involved in the formation of these priorities and specifically what is their role?

4. What is the input of the University Special Education Department with regard to the formation of the UAF's Special Education training priorities?

5. In what specific way are policy and goal formation cooperatively determined by the UAF and the University Special Education Department (e.g. goals and philosophy committee)?

6. Identify those factors which facilitate the achievement of goals and objectives within the Special Education training component (e.g. building location with relation to campus, friends in "useful" positions across campus, etc.)

7. Identify those factors which hinder the achievement of goals and objectives within the Special Education training component:

Additional notes:

8. What Departmental funds are allocated to support the Special Education component within the UAF?

9. What proportion of time does your Special Education faculty spend in UAF Special Education training activities?

10. What types of activities are your faculty involved in the UAF Special Education program?

Site Visit Interview
UAF Director, Director of Training

1. What are the UAF training priorities?

2. How are the UAF training priorities determined, and what are the dynamics involved?

3. Who is involved in the formation of these priorities and specifically what is their role?

4. What is the input of the University Special Education Department with regard to the formation of the UAF's Special Education training priorities?

5. In what specific way are policy and goal formation cooperatively determined by the UAF and the University Special Education Department (e.g. goals and philosophy committee)?

6. Identify those factors which facilitate the achievement of goals and objectives within the Special Education training component (e.g. building location with relation to campus, friends in "useful" positions across campus, etc.).

7. Identify those factors which hinder the achievement of goals and objectives within the Special Education training component:

Additional notes:

8. If discretionary funds were available, how might you spend them as you look at all components of the UAF?

9. Where does Special Education rank in that list?

10. What percentage of time do you spend in Special Education training programming activities?

11. Briefly describe your activities in regard with Special Education Training:

STUDENTS:

Academic Level _____

Program _____

1. How did you initially become involved with the UAF? (e.g. word of mouth, poster, training stipends, recommendation of advisor).

2. State your involvement with the UAF (e.g. coursework, practicum, research).

3. State those with whom you work: those who supervise, and client population.

4. If forced to a choice would you describe your work as interdisciplinary or disciplinary?

_____

5. Did the University prepare you for your work at the UAF ? (e.g. If you work in a practicum in diagnostics, did the University originally teach you how to use the instruments?)

The following is a section of a questionnaire concerning the evaluation of the training in the UAF Special Education Division. We are interested in the students' response to these items. There will be some items that you cannot answer, because you do not have access to the appropriate information. This lack of information is by no means a reflection on your competency. Please read the following directions and procede.

SUMMARY OF RESPONSES FROM SIXTEEN
SPECIAL EDUCATION PROGRAM DIRECTORS
TO QUESTIONS ON SITE VISITATION INTERVIEW FORM

Question 3: Do you feel that the forms allowed you to enter data that presented an adquate description of your program?

Response Entry	UNIT I Number Responding	UNIT II Number Responding
Yes	8	6
No	6	4
No Response	2	6

Question 4: Do you feel that the data is reliable for each discipline set completed in Unit I?

Response Entry	UNIT I - Number Responding
Yes	10
No	2
No Response	4

Question #5: In terms of potential uses of the data collected, which of the following would be appropriate for your center?

Item	"Yes" Number of responses
a) Preparation of future proposals	12
b) Progress report	9
c) Determining training priorities within your training component	5
d) Determining how your program meets BEH training priorities	7
e) Determining priorities for your component and its relationship to the University Training Program	4
f) Determining your training priorities with respect to state and local and/or regional needs	4
g) Other	0
No response = 4	

APPENDIX B

Individual Interview Summary

Individual Tables per UAF

Alabama	P. 165	Mass.	P. 241
UCLA	P. 171	N. C.	P. 251
Childrens	P. 181	Columbus	P. 261
Florida	P. 191	Cinci.	P. 271
Georgia	P. 201	Oregon	P 281
Indiana	P. 211	Tenn.	P. 291
Kansas	P. 221	Utah	P. 301
Maryland	P. 231	Mich.	P. 311

Interview Summary
Factors Relating to Training
Center for Developmental and Learning Disorders
Birmingham, Alabama

The Birmingham campus of the University of Alabama containing the University Medical facility has recently become independent of the main campus at Tuscaloosa. The affiliation of the Birmingham UAF with the Tuscaloosa campus has rapidly diminished. There is some evidence of affiliation with the University of Alabama-Birmingham campus, though the UAF remains essentially autonomous and independent. The Birmingham campus has only recently initiated a Special Education Program and hired a Special Education faculty member who is essentially the Acting Chairman of Special Education (without staff). Both the UAF Director and Program Head of Special Education noted that the UAF has predated the Birmingham Special Education Department and consider it to be the substance of the Birmingham Special Education Department. It would appear that, at this time, the majority of the UAF trainees are from the Birmingham campus though many still come from Tuscaloosa. The Birmingham campus has made some investment in the UAF program, contributing funds for one instructor and one secretary with partial funding for a Training Specialist. It is felt that little input is given from either the Tuscaloosa or Birmingham campus in terms of determining Training priorities for the Special Education division.

The UAF Training Program appears to have developed internally. There is no Director of Training at this UAF, though the Program Director of the Special Education division fulfills this function to some extent. Training is planned by three committees or teams with each rotating the chairman. Team One plans the one day orientation sessions which include a 1/2-hour slide presentation and various other orientation activities. Team Two plans the two-week student training sessions which essentially involves working with and following specially selected "teaching cases" on the part of trainees. Team Three Plans training activities for students who are to be at the center for an entire semester. Included in these activities are seminars and active involvement with the client population including both diagnosis and clinical service. The three committees maintain a loose relationship with each other and communication is informal in terms of coordinating the training activities of the various teams. The individual UAF divisions essentially determine their own training priorities and a training program for their practicum students. Department heads generally feel that students undergoing practicum experiences should be receiving advanced, in-depth training in their own discipline and areas of interest. Interdisciplinary work evolves out of these training activities.

The Special Education Training Program for Special Education students appears to be strongly classroom oriented with less emphasis on diagnostics and prescription. The large number and variety of classrooms housed in this facility is conducive to the training orientation. Some of the classroom programs housed in this facility include Learning Disabilities, junior high and high school mentally retarded, and a pre-school program for the severely retarded. Supportive activities for the older educable mentally retarded students include Driver's

Training, Shop, Ceramics, and Home Economics. The Special Education Division has a very strong operant behavior modification program based upon a token economy system. This program appeared to be extremely sophisticated as presented on paper and in a slide presentation. Special Education students are rather evenly divided between undergraduate and graduate; most graduates were at the Masters degree level. Funding of the Special Education Division relies heavily upon Vocational Rehabilitation who provides many of the services and faculty for the program including a large percentage of the Special Education Program Director's salary. The State Department of Education finances the Drivers Education program along with a number of classrooms. One faculty member is funded through the State Vocational Education Division and one prevocational instructor and one secretary are funded through the University of Alabama, Birmingham. The Birmingham campus also partially funds a Training Specialist. The BEH monies appear to support a number of personnel though the exact division of the monies is not known.

BEST COPY AVAILABLE

INDIVIDUAL TABLE NO. 1 FOR BIRMINGHAM, ALA.
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	11	0	0	0	0	0	0	0	0	0	0	0	11	11
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	37	0	0	0	0	0	0	0	0	0	0	0	0	0	37	0	37
COMMUNCTV DISORD	232	536	80	536	8	4	0	0	0	0	0	0	0	0	320	1076	1396
DENTISTRY	0	0	20	0	0	0	0	0	0	11	0	0	0	0	20	11	31
*EDUCATION	803	171	224	0	0	9	0	0	0	0	0	783	0	0	1027	963	1990
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	381	0	0	0	2	0	0	0	0	0	0	0	0	0	383	383
NURSING	267	7	0	41	0	0	0	0	0	0	0	0	0	0	267	48	315
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	89	0	0	12	0	2	0	2	0	0	0	0	0	0	89	16	105
*PSYCHOLOGY	152	0	21	0	6	0	0	0	0	0	0	0	0	78	179	78	257
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	17	0	7	0	62	0	4	0	0	0	0	0	0	0	90	0	90
*THERAPY	79	0	16	0	0	0	0	0	0	0	0	0	0	20	95	20	115
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1676	1095	368	600	76	17	4	2	0	11	0	783	0	98	2124	2606	4730
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	803	171	224	0	0	9	0	0	0	0	0	783	0	0	1027	963	1990
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	383	0	0	0	0	0	0	0	0	0	383	383
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	152	0	21	0	6	0	0	0	0	0	0	0	0	78	179	78	257
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	79	0	16	0	0	0	0	0	0	0	0	0	0	20	95	20	115
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 2 FOR BIRMINGHAM, ALA.
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	30	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0	30
COMMUNCTV DISORD	230	1072	32	0	8	4	0	0	0	0	0	0	0	0	270	1076	1346
DENTISTRY	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
*EDUCATION	609	0	67	0	0	9	0	0	0	0	0	783	0	0	676	792	1468
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	380	0	0	0	0	0	0	0	0	0	0	0	0	0	380	380
NURSING	267	0	0	41	0	0	0	0	0	0	0	0	0	0	267	41	308
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	87	0	0	0	0	2	0	2	0	0	0	0	0	0	87	4	91
*PSYCHOLOGY	62	0	21	0	0	0	0	0	0	0	0	0	0	50	83	50	133
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	47	0	16	0	0	0	0	0	0	0	0	0	0	4	63	4	67
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	1332	1452	156	46	8	15	0	2	0	0	0	783	0	54	1496	2352	3848
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	609	0	67	0	0	9	0	0	0	0	0	783	0	0	676	792	1468
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	380	0	0	0	0	0	0	0	0	0	0	0	0	0	380	380
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	62	0	21	0	0	0	0	0	0	0	0	0	0	50	83	50	133
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	47	0	16	0	0	0	0	0	0	0	0	0	0	4	63	4	67
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 3 FOR BIRMINGHAM, ALA.
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTER'S		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	6	6
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7
COMMUNCTV DISORD	2	0	48	0	0	0	0	0	0	0	0	0	0	0	50	0	50
DENTISTRY	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	11	11
*EDUCATION	194	171	157	0	0	0	0	0	0	0	0	0	0	0	351	171	522
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	3	3
NURSING	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	2	0	0	12	0	0	0	0	0	0	0	0	0	0	2	12	14
*PSYCHOLOGY	90	0	0	0	6	0	0	0	0	0	0	0	0	28	96	28	124
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	17	0	7	0	62	0	4	0	0	0	0	0	0	0	90	0	90
*THERAPY	32	0	0	0	0	0	0	0	0	0	0	0	0	16	32	16	48
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	344	179	212	18	68	2	4	0	0	11	0	0	0	44	628	254	882
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	194	171	157	0	0	0	0	0	0	0	0	0	0	0	351	171	522
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0	3	3
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	90	0	0	0	6	0	0	0	0	0	0	0	0	28	96	28	124
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	32	0	0	0	0	0	0	0	0	0	0	0	0	16	32	16	48
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR BIRMINGHAM, ALA.

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	30	270	20	676	0	0	0	0	267	0	87	83	0	0	63	0
	IN	0	5	0	0	1076	0	792	0	0	0	380	41	0	4	50	0	0	4	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	3	40	0	131	0	0	0	0	0	0	0	10	0	69	31	0
	IN	0	2	0	0	0	0	171	0	0	0	0	0	0	0	0	0	0	15	0
61-300	PRE	0	0	0	3	10	0	191	0	0	0	0	0	0	2	80	0	13	0	0
	IN	0	3	0	0	0	0	0	0	0	0	1	7	0	12	16	0	0	0	0
301+	PRE	0	0	0	1	0	0	29	0	0	0	0	0	0	0	6	0	1	1	0
	IN	0	1	0	0	0	11	0	0	0	0	2	0	0	0	12	0	0	1	0
SUB-TOTAL		0	11	0	37	1396	31	1990	0	0	0	383	315	0	105	257	0	83	115	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		0	11	0	37	1396	31	1990	0	0	0	383	315	0	105	257	0	90	115	0
GRAND TOTAL	4730																			

Interview Summary
Factors Relating to Training
Neuropsychiatric Institute
UCLA

The Neuropsychiatric Institute is chiefly involved in the training of psychiatrists and is clinically oriented. Before the Bureau for the Education of the Handicapped (BEH) monies, the Special Education division was nothing more than an in-patient school in a psychiatric hospital. Currently, the Special Education staff, while continuing to work primarily in the clinical service mode, provides training for psychiatrists and related disciplines. The Special Education staff also provides research training via their client patient population. Most Special Education students have minimal direct contacts with other disciplines. Their training is most likely a practicum, either direct service to children or research. In most cases, University Affiliated Facility (UAF) training is part of a formal numbered course in the School of Education.

The role of the Special Education division is defined by the context of its setting. The division's top priorities are the training of psychiatrists and Medical students within the context of interdisciplinary treatment of children. In terms of training priorities, Psychiatry is first followed by Medical students and Special Education interns. The BEH monies officially fund only the Program Director's salary, yet training is provided by other program staff (teachers) supported by other funding sources.

The UAF is currently expanding its outpatient service, thus increasing the role of the Special Educators, and insuring new training opportunities. The Training Director indicated that this was a high priority.

The relationship between the Special Education division and the University Special Education Department is informal. The Department Chairman was originally the school principal at the Neuropsychiatric Institute. In his original role, he was instrumental in programming, and he continues to hold a joint appointment in Psychiatry. The Program Director has been consistent with the Chairman's philosophy. They are currently writing a textbook together. The Special Education division does not receive money from the Department.

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INDIVIDUAL TABLE NO. 1 FOR UCLA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	162	0	36	0	30	0	0	0	0	0	0	0	0	0	228	0	228
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	176	0	0	0	0	0	176	0	176
NURSING	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	50	50
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	6	0	0	0	0	0	0	0	0	0	6	0	6
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	2
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	162	0	38	50	36	0	0	0	176	0	0	0	0	0	412	50	462
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	162	0	0	0	0	0	0	0	0	0	0	0	0	0	162	0	162
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	36	0	30	0	0	0	0	0	0	0	0	0	66	0	66
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6	0	6
PSYCHIATRY	0	0	0	0	0	0	0	0	170	0	0	0	0	0	170	0	170
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	6	0	0	0	0	0	0	0	0	0	6	0	6
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 2 FOR UCLA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	150	0	0	0	14	0	0	0	0	0	0	0	0	0	164	0	164
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	144	0	0	0	0	0	144	0	144
NURSING	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	50	50
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	150	0	0	50	14	0	0	0	144	0	0	0	0	0	308	50	358
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	150	0	0	0	0	0	0	0	0	0	0	0	0	0	150	0	150
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	0	0	14	0	0	0	0	0	0	0	0	0	14	0	14
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	144	0	0	0	0	0	144	0	144
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 3 FOR UCLA
NUMBER OF TRAINEES SERVED BY THE HAP EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 5 HOURS TO MORE THAN 300.

DISCIPLIN GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNITY DISCH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	12	0	36	0	16	0	0	0	0	0	0	0	0	0	64	0	64
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATERNAL-CHILD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	32	0	0	0	0	0	32	0	32
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	6	0	0	0	0	0	0	0	0	0	6	0	6
SOCIAL WORK	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	12	0	38	0	22	0	0	0	32	0	0	0	0	0	104	0	104
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	12	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	12
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	36	0	16	0	0	0	0	0	0	0	0	0	52	0	52
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6	0	6
PSYCHIATRY	0	0	0	0	0	0	0	0	26	0	0	0	0	0	26	0	26
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	6	0	0	0	0	0	0	0	0	0	6	0	6
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR UCLA

NUMBER OF TRAINEES SERVED BY THE USF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	164	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	42	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	228	0	0	0	0	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	144	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	50	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	12	0	0	0	6	0	2	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	20	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	176	50	0	0	6	0	2	0	0
USF TOTAL		0	0	0	0	0	0	228	0	0	0	176	50	0	0	6	0	2	0	0
GRAND TOTAL		462																		

Interview Summary
Factors Relating to Training
Children's Hospital University Affiliated Program
Los Angeles, California

The location of the UAF within a large urban periatric research, training, and service facility is ideal for the achievement of its objectives. The UAF is about three miles from the University of Southern California central campus. Much of the training occurs at other locales in the community. The UAF has a policy of community involvement. Because of this policy the UAF building can be kept small, insuring interdisciplinary contacts among staff. Students are trained to work in a setting more conducive to future employment, namely the community.

Training priorities are determined through interdisciplinary problem solving. All the Program Directors participate in yearly retreats, weekly administrative meetings and interdisciplinary teams which determine priorities. Training priorities for Special Education students are interdisciplinary and include: development of clinical skills with input from other disciplines, sensitizing students to knowledge and skills of other disciplines, and research in a pediatric setting. The Special Education Division offers two training programs -- one knowledge and skill based for Special Education students, and one knowledge based for trainees from other disciplines.

The UAF Director is a Pediatrician with an appointment and a strong interest in the Special Education Department. The institute is clinically oriented and interdisciplinary problem solving is evidenced in clinical cases. Problem solving regarding disciplinary development within the UAF is done through the interdisciplinary group process model.

The Program Director in Special Education holds appointments in the USC Departments of Special Education and Educational Psychology. USC provides the majority of trainees; however, education trainees have been accepted from approximately five other colleges and universities. In practice, the USC Special Education Department allows the Program Director to evolve his own training program. He also acts as a facilitator for students, placing them in specialized community locales as they request. This UAF also has an Assistant Director of Training in Special Education who holds a doctorate and specializes in early childhood education for handicapped children.

Plans are being made for a demonstration pre-school class integrating handicapped and non-handicapped children funded by the Regional Headstart offices, to be housed in the UAF. Such a classroom will offer a variety of observation and practicum training experiences.

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[illegible] TABLE NO. 1 FOR CHILDRENS HOSPITAL, L.A.
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	6	0	0	0	0	0	0	0	0	0	0	0	6	0	6
DENTISTRY	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2
*EDUCATION	0	0	339	21	7	3	0	9	0	0	0	0	0	0	346	33	379
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2
NURSING	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3	0	3
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	21	0	0	0	0	0	0	0	0	0	0	0	21	0	21
*PSYCHOLOGY	0	0	0	0	21	0	0	0	0	0	0	0	0	0	21	0	21
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3	0	3
*THERAPY	0	0	22	3	0	0	0	0	0	0	0	0	0	0	22	3	25
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	0	0	394	24	28	3	4	9	0	0	0	0	0	0	426	36	462
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3	3
EDUC. PSYCHOL	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3	3
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	339	21	7	3	0	3	0	0	0	0	0	0	346	27	373
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	21	0	0	0	0	0	0	0	0	0	21	0	21
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	14	3	0	0	0	0	0	0	0	0	0	0	14	3	17
PHYSICAL	0	0	8	0	0	0	0	0	0	0	0	0	0	0	8	0	8
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 2 FOR CHILDRENS HOSPITAL, L.A.
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTY DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2
*EDUCATION	0	0	317	10	0	0	0	0	0	0	0	0	0	0	317	10	327
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3	0	3
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	21	0	0	0	0	0	0	0	0	0	0	0	21	0	21
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3	0	3
*THERAPY	0	0	14	3	0	0	0	0	0	0	0	0	0	0	14	3	17
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	358	13	0	0	2	0	0	0	0	0	0	0	360	13	373
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	317	10	0	0	0	0	0	0	0	0	0	0	317	10	327
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	14	3	0	0	0	0	0	0	0	0	0	0	14	3	17
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 3 FOR CHILDRENS HOSPITAL, L.A.
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6
*EDUCATION	0	0	22	11	7	3	0	9	0	0	0	0	0	0	0	0	0
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	23	52
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	21	0	0	0	0	0	0	0	0	0	21	0	21
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	8	0	0	0	0	0	0	0	0	0	0	0	8	0	8
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
			36	11	28	3	2	9	0	0	0	0	0	0	66	23	89
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3	3
EDUC. PSYCHOL	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	3	3
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	22	11	7	3	0	3	0	0	0	0	0	0	29	17	46
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	0	2
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	21	0	0	0	0	0	0	0	0	0	21	0	21
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	8	0	0	0	0	0	0	0	0	0	0	0	8	0	8
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR CHILDRENS HOSPITAL, L.A.

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	2	30	0	0	0	0	3	0	21	0	0	3	14	0
	IN	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	3	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	2	0	0	0	21	0	0	8	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	26	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	6	2	92	0	0	0	2	3	0	21	21	0	3	25	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	287	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	287	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		0	0	0	0	6	2	379	0	0	0	2	3	0	21	21	0	3	25	0
GRAND TOTAL		462																		

Interview Summary
Factors Related to Training
Mailman Center for Child Development
Coral Gables, Florida

The training institute affiliated with the University of Miami is located in Miami proper -- a considerable distance from the campus at Coral Gables. The UAF is housed in a new building which is extermely modern and well-furnished. Only part of the available space in the main building and the attached Educational Center is being used at this time. The entire Center is in a state of expansion and development of services. Instructional technology at the Center is near completion and should result in an excellent, coherent communication system. The adjacent school building contains three classes, one for learning disabled children, a diagnostic room, and a class for children with communicative disorders. Plans have been made to include a pre-school program in the fall of 1973.

The Center has a very sophisticated plan for delivery of the training program. These plans involve a clinical service sequence, a formal interdisciplinary training sequence, and a sequence of training activities involving interaction of service and training. Training activities in all three areas appear to be well-planned and actively pursued. Although there is an inter-disciplinary training committee, division heads also gear their training program around the intra-disciplinary needs of their students. All graduate students in Special Education at the University of Miami are required to undergo a half-day training and orientation experience at the Mailman Center. The activities involve classroom observations and lectures. A number of five-week full-time field experiences and three-month part-time involvements are also offered to students. Additionally, three-day per week, ten-week placement is also available. The intent of this sequence is to provide a comprehensive "global" training experience. The University Affiliated Facility (UAF) faculty feel the relatively short length of these experiences and practicums is a hindrance to adequate training. Most of the Special Education trainees are masters level students and their involvement is centered around diagnosis, treatment, and remediation.

There does not appear to be a formal vehicle for cooperatively setting training objectives in conjunction with the University of Miami. The UAF Special Education division functions relatively independent of the University and is quite autonomous. The relationship between the Mailman Center Special Education division and the University Special Education Department is somewhat "distant". Philosophical differences are evident regarding the UAF interdisciplinary approach to training as viewed from a clinical versus educational plane. Active supervision of University practicum students placed at the Mailman Center is completed by both UAF and University Special Education staff. The UAF Special Education division receives the typical grant from the Bureau for the Education of the Handicapped, which is applied to the salary of the Director. The Dade County School System funds the classroom teachers for the school program, while a child development specialist is funded through development disabilities. A large source of periodic funding for the UAF in general is that of the philanthropist after whom the clinic is named.

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INDIVIDUAL TABLE NO. 1 FOR CORAL GABLES, FLORIDA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	31	0	0	0	0	0	0	0	0	0	0	0	31	0	31
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	0	0	705	600	0	0	0	0	0	0	0	0	0	0	705	600	1305
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	25	5	25	5	30
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	32	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	0	32
SOCIAL WORK	0	0	52	600	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	52	600	652
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	0	0	788	1200	32	0	0	0	0	0	0	0	25	5	845	1205	2050
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	705	600	0	0	0	0	0	0	0	0	0	0	705	600	1305
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	25	5	25	5	30
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	32	0	0	0	0	0	0	0	0	0	32	0	32
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 2 FOR CORAL GABLES, FLORIDA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	25	0	0	0	0	0	0	0	0	0	0	0	25	0	25
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	0	0	675	600	0	0	0	0	0	0	0	0	0	0	675	600	1275
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	25	0	25	0	25
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	25	0	0	0	0	0	0	0	0	0	25	0	25
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	25	600	0	0	0	0	0	0	0	0	0	0	25	600	625
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	0	0	725	1200	25	0	0	0	0	0	0	0	25	0	775	1200	1975
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	675	600	0	0	0	0	0	0	0	0	0	0	675	600	1275
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	25	0	25	0	25
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	25	0	0	0	0	0	0	0	0	0	25	0	25
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 3 FOR CORAL GABLES, FLORIDA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	6	0	0	0	0	0	0	0	0	0	0	0	6	0	6
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	0	0	30	0	0	0	0	0	0	0	0	0	0	0	30	0	30
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5	5
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0	7
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	27	0	0	0	0	0	0	0	0	0	0	0	27	0	27
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	0	0	63	0	7	0	0	0	0	0	0	0	0	5	70	5	75
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	30	0	0	0	0	0	0	0	0	0	0	0	30	0	30
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5	5
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0	7
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR CORAL GABLES, FLORIDA

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0
61-300	PRE	0	0	0	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	6	0	22	0	0	0	0	0	0	0	7	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	25	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	27	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	33	0	0	0	5	0	0	0	0	0	27	0	0
YEAR																				
0-8	PRE	0	0	0	0	25	0	650	0	0	0	25	0	0	0	25	0	25	0	0
	IN	0	0	0	0	0	0	600	0	0	0	0	0	0	0	0	0	600	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	25	0	1250	0	0	0	25	0	0	0	25	0	625	0	0
UAF TOTAL		0	0	0	0	31	0	1305	0	0	0	30	0	0	0	32	0	652	0	0
GRAND TOTAL	2050																			

Interview Summary
Factors Related to Training
Georgia Retardation Center
Atlanta, Georgia

The Georgia University Affiliated Facility (UAF) is located on an extensive site outside Atlanta. The Georgia Retardation Center concentrates on the provision of exemplary service to a difficult client population--severely and profoundly retarded and multiply handicapped children.

It is independent of any one University, but has affiliations with sixteen universities and colleges throughout the state of Georgia. There is a central Goals and Philosophies Committee, comprised of representatives of the dean from each affiliated university, faculty members from interested departments in each affiliated university and representatives from the UAF Director's office. There is no committee to coordinate training activities between the Special Education Department at the universities and the Special Education Training Component of the UAF. Each UAF discipline, however, has a Director of Training. This position has recently been added to the Special Education program.

When a trainee from a discipline other than Special Education comes to the UAF there is little relationship between his university department and the Special Education Program Director at the UAF. Because of the difficult nature of the client population served, it was felt that each discipline had to concentrate on the organization of its own program before an interaction between disciplines could occur even in the provision of service. It was felt that disciplinary activities would begin in the fall of next year.

The major funding source appears to be the Department of Human Resources of the State of Georgia. The provision of educational services is funded by the school district from which the client population is drawn. The amount of Bureau for the Education of the Handicapped money is small and can only contribute partly to salaries of the Special Education staff.

The main thrust of the training program has been in-service training in basic management techniques for faculty and staff of the Center and other disciplines. Special emphasis has been given to training the staff of the Center charged with after-school programming, and personnel from institutions where children are later placed. Community education is considered important to the Georgia UAF. For Special Education this largely consists of in-service training for the staffing institutions and schools providing services to the severely retarded. Practical experience for students desiring exposure to the severely and profoundly involved child and knowledge and skill in basic management techniques, is also provided in pre-service training. The UAF Director expressed the view that the center considered the university departments responsible for the provision of the appropriate knowledge background. The Special Education Program Director felt that such knowledge was not available to trainees. The new Director of Training in Special Education is in the process of analyzing course offerings to affiliated universities and plans to enter into negotiations on the needs of trainees from such universities.

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INDIVIDUAL TABLE NO. 1 FOR ATLANTA, GEORGIA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	52	950	11	160	5	0	0	0	0	0	0	0	0	56	68	1166	1234
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	5
NUTRITION	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0	5	5
RELIGION	0	0	0	5	0	0	0	0	0	0	0	0	0	0	12	0	12
SOCIAL WORK	0	0	25	40	0	0	0	0	0	0	0	0	0	0	0	5	5
*THERAPY	0	0	0	37	0	0	0	0	0	0	0	0	0	0	25	40	65
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	37	37
T O T A L	52	950	48	252	5	0	0	0	0	0	0	0	0	56	105	1258	1363
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	950	0	160	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1110	1110
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	52	0	11	0	5	0	0	0	0	0	0	0	0	0	0	0	0
													0	56	68	56	124
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12	0	12
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
OCCUPATIONAL	0	0	0	27	0	0	0	0	0	0	0	0	0	0	0	27	27
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5

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INDIVIDUAL TABLE NO. 2 FOR ATLANTA, GEORGIA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	21	500	5	0	5	0	0	0	0	0	0	0	0	56	31	556	587
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	10	10
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	21	500	5	25	5	0	0	0	0	0	0	0	0	56	31	581	612
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	500	0	0	0	0	0	0	0	0	0	0	0	0	0	500	500
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	21	0	5	0	5	0	0	0	0	0	0	0	0	56	31	56	87
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	5

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INDIVIDUAL TABLE NO. 3 FOR ATLANTA, GEORGIA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	31	450	6	160	0	0	0	0	0	0	0	0	0	0	37	610	647
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12	0	12
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	25	40	0	0	0	0	0	0	0	0	0	0	25	40	65
*THERAPY	0	0	0	27	0	0	0	0	0	0	0	0	0	0	0	27	27
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	31	450	43	227	0	0	0	0	0	0	0	0	0	0	74	677	751
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	450	0	160	0	0	0	0	0	0	0	0	0	0	0	610	610
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	31	0	6	0	0	0	0	0	0	0	0	0	0	0	37	0	37
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12	0	12
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	27	0	0	0	0	0	0	0	0	0	0	0	27	27
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE FOR ATLANTA, GEORGIA

BEST COPY AVAILABLE

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	21	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	56	0	0	0	0	0	0	0	0	0	0	5	0
9-20	PRE	0	0	0	0	0	0	18	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	0	0	0	0
	IN	0	0	0	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	158	0	0	0	0	0	0	0	12	0	0	5	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	500	0	0	0	0	5	0	5	0	5	0	5	0
9-20	PRE	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	300	0	0	0	0	0	0	0	0	0	0	22	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	0	0
61-300	PRE	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	25	0	0
	IN	0	0	0	0	0	0	205	0	0	0	0	0	0	0	0	0	0	5	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	55	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	1076	0	0	0	0	5	0	5	0	5	65	32	0
UAF TOTAL		0	0	0	0	0	0	1234	0	0	0	0	5	0	5	12	5	65	37	0
GRAND TOTAL	1363																			

Interview Summary
Factors Relating to Training
Mental Retardation Developmental Training Center
Bloomington, Indiana

The UAF facility in Bloomington, Indiana, is a complex of buildings a few minutes by car from the central campus. The facility includes the Center itself, offices and classrooms, the residential quarters for the "live-in" clients, and a laboratory school. The laboratory school is itself composed of several units including an educational testing laboratory, a media center and several experimental classrooms. A facility for trainable children and the former University Laboratory schools are also located nearby.

There is a Central Steering Committee charged with the formulation of goals and philosophy for the UAF. The committee is comprised of central administrative faculty from the Bloomington Campus and the Medical Center campus at Indianapolis. The Director of the UAF has a professional advisory committee which assists in program development. This advisory committee is comprised of university faculty whose disciplines are represented in the UAF. The special education coordinator is responsible for the development of training objectives and priorities with the cooperation of the special education department. These recommendations are presented to the UAF Director for approval and adoption.

There is a close relationship between the UAF Special Education component and the University Department of Special Education. The Chairman of the University Department of Special Education wrote the first grant in 1969, for the UAF Special Education program. He looks upon the UAF Special Education Program Coordinator as his staff member, and feels that the University Special Education Department could not exist in its present form without the UAF facility. The relationship of Special Education to the other disciplines appears cooperative.

The vast portion of the money available to the Center comes from the State of Indiana. The Special Education personnel are instrumental in getting a great portion of those monies. The salary of the Special Education Program Coordinator is financed from BEH funds. The residential units and lab classes are funded by State monies and local school districts.

Interdisciplinary training at the Masters and Post-Masters levels is provided in Diagnosis, Prescription and Consultation. Each discipline represented in the UAF appears to receive much input from the corresponding University Department. It is felt that the disciplinary training expectations of the University Department caused problems in the implementation of the UAF's interdisciplinary training.

Experimental, Undergraduate and Masters programs in Special Education emphasize diagnostic prescriptive teaching. An alternative approach, integrating theory and practicum experiences is currently being developed. The Undergraduate program is considered to be a "laboratory" available to advanced graduate students for research purposes.

INDIVIDUAL TABLE NO. 1 FOR BLOOMINGTON, INDIANA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

BEST COPY AVAILABLE

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	22	0	25	0	4	0	0	0	0	0	0	0	0	0	51	0	51
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	159	11	52	147	17	1	0	0	0	0	0	0	0	0	228	159	387
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
NURSING	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	39	0	17	0	2	0	0	0	0	0	0	0	0	0	58	0	58
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	224	11	94	147	25	2	0	0	0	0	0	0	0	0	343	160	503
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	2	2	1	1	0	0	0	0	0	0	0	0	3	3	6
EDUC. PSYCHOL	10	0	3	0	9	0	0	0	0	0	0	0	0	0	22	0	22
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	10	0	2	0	0	0	0	0	0	0	0	0	0	0	12	0	12
PHYSICAL	73	0	17	0	3	0	0	0	0	0	0	0	0	0	93	0	93
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	66	11	28	145	4	0	0	0	0	0	0	0	0	0	98	156	254
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	38	0	17	0	2	0	0	0	0	0	0	0	0	0	57	0	57

INDIVIDUAL TABLE NO. 2 FOR BLOOMINGTON, INDIANA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

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TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	60	0	0	70	0	0	0	0	0	0	0	0	0	0	0	0	0
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60	70	130
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	60	0	0	70	0	0	0	0	0	0	0	0	0	0	60	70	130
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	60	0	0	70	0	0	0	0	0	0	0	0	0	0	60	70	130
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 3 FOR BLOOMINGTON, INDIANA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	22	0	25	0	4	0	0	0	0	0	0	0	0	0	51	0	51
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	99	11	52	77	17	1	0	0	0	0	0	0	0	0	168	89	257
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
NURSING	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	39	0	17	0	2	0	0	0	0	0	0	0	0	0	58	0	58
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	164	11	94	77	25	2	0	0	0	0	0	0	0	0	283	90	373
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	2	2	1	1	0	0	0	0	0	0	0	0	3	3	6
EDUC. PSYCHOL	10	0	3	0	9	0	0	0	0	0	0	0	0	0	22	0	22
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	10	0	2	0	0	0	0	0	0	0	0	0	0	0	12	0	12
PHYSICAL	73	0	17	0	3	0	0	0	0	0	0	0	0	0	93	0	93
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	6	11	28	75	4	0	0	0	0	0	0	0	0	0	38	86	124
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	38	0	17	0	2	0	0	0	0	0	0	0	0	0	57	0	57

INDIVIDUAL TABLE FOR BLOOMINGTON, INDIANA

BEST COPY AVAILABLE

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	60	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	70	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	2	0	0	0	4	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	47	0	102	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	76	0	0	0	0	0	0	0	0	0	0	38	0
61-300	PRE	0	0	0	0	0	0	36	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	18	0
301+	PRE	0	0	0	0	4	0	28	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
SUB-TOTAL		0	0	0	0	51	0	387	0	0	0	4	1	0	0	2	0	0	58	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		0	0	0	0	51	0	387	0	0	0	4	1	0	0	2	0	0	58	0
GRAND TOTAL		503																		

Interview Summary
Kansas Center for Mental Retardation and Human Development
Factors Relating to Training

The UAF in Kansas is located in three facilities, one in the Department of Medicine in Kansas City, one responsible to the Director of the Bureau of Child Research in Lawrence and another in the State Institutions for Retarded Adolescent and Adults at Parsons. The Director of the Kansas City Unit has jurisdiction over all three units. Special Education is represented in all three units. It is only in Lawrence, Kansas that the Special Education Training component receives BEH monies.

The Lawrence Special Education Program Director was originally intended to be the Special Education Coordinator for all three special education UAF units. Such an arrangement proved impossible to implement. However, a training grant for a Special Education Program Director for the Kansas City Unit was turned down this year, on the grounds that there already was a Special Education Coordinator.

The Lawrence unit is loosely organized. There is no central organizational committee and no Director of Training. The UAF Director in Lawrence allows each department represented to organize its program in its own way. Some disciplines do not participate in any joint activity and interdisciplinary actvities are restricted to a few educational disciplines, including Speech Therapy, Occupational Therapy, Music Therapy. The organization of the Kansas City unit is rather different as the Director is closely involved with the functioning of the entire unit. He is also keenly aware of the necessity of a UAF funded Special Education Program in the Kansas City UAF.

In the Lawrence UAF, each discipline's work seems closely connected to the allied University department. This is especially true of Special Education. Cooperation is enhanced by the fact that the two Special Education Programs, that of the UAF and the University department, share one floor of the UAF building.

The Special Education Program is funded by a BEH grant. The demonstration pre-school is funded by the local education authority. Funding for the Lawrence unit seems to be a concern to UAF personnel there. It was felt that proper programming can not be provided when programs are provided piece-meal from diverse sources.

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INDIVIDUAL TABLE NO. 1 FOR LAWRENCE, KANSAS
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	3	0	4	0	0	0	0	0	0	0	0	0	0	0	7	0	7
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	167	0	42	0	0	0	0	0	0	0	0	0	0	0	209	0	209
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	65	0	18	0	0	0	0	0	0	0	0	0	0	0	83	0	83
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	235	0	64	0	0	0	0	0	0	0	0	0	0	0	299	0	299
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	167	0	42	0	0	0	0	0	0	0	0	0	0	0	209	0	209
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	38	0	18	0	0	0	0	0	0	0	0	0	0	0	56	0	56
OCCUPATIONAL	27	0	0	0	0	0	0	0	0	0	0	0	0	0	27	0	27
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 2 FOR LAWRENCE, KANSAS
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

BEST COPY AVAILABLE

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 3 FOR LAWRENCE, KANSAS
NUMBER OF TRAINEES SERVED BY THE UAP EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

BEST COPY AVAILABLE

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	3	0	4	0	0	0	0	0	0	0	0	0	0	0	7	0	7
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	167	0	42	0	0	0	0	0	0	0	0	0	0	0	209	0	209
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	65	0	18	0	0	0	0	0	0	0	0	0	0	0	83	0	83
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	235	0	64	0	0	0	0	0	0	0	0	0	0	0	299	0	299
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	167	0	42	0	0	0	0	0	0	0	0	0	0	0	209	0	209
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	38	0	18	0	0	0	0	0	0	0	0	0	0	0	56	0	56
OCCUPATIONAL	27	0	0	0	0	0	0	0	0	0	0	0	0	0	27	0	27
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

BEST COPY AVAILABLE

INDIVIDUAL TABLE FOR LAWRENCE, KANSAS

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	56	0	0
61-300	PRE	0	0	0	0	0	0	206	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	0	0
301+	PRE	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	7	0	209	0	0	0	0	0	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		0	0	0	0	7	0	209	0	0	0	0	0	0	0	0	0	83	0	0
GRAND TOTAL	299																			

Interview Summary
Factors Related to Training
John F. Kennedy Institute
Baltimore, Maryland

The context of the setting determines the overall University Affiliated Facility (UAF) training priorities. The John F. Kennedy Institute is primarily involved in the training of pediatricians, nurses, teachers, and Speech and Hearing personnel. The Special Education staff provides service and training most frequently by means of a clinical model. Special Education students have some direct contacts with other disciplines. Other disciplines are used primarily as a resource for students in a practicum situation. Some students involved in research have intensive contacts with other disciplines as related to their project.

The Special Education division differs significantly from other divisions at the Institute. The other disciplines have John Hopkins University as their primary affiliation, whereas Coppin State is the primary affiliation of the Special Education division. Before a change in personnel, Coppin State monitored closely the training program at the Institute. This relationship was most intense during the period of the initial grant. Since that time, the role of Coppin State has declined. The Special Education Program Director has direct control over his program. There is minimal input from the Department Chairman, and the department provides no direct funding.

The Special Education Program Director has identified the advantages of a clinical setting. The major advantage is that direct service increases the effectiveness of the training by providing an additional source of motivation for the students. Because the Program Director is in the Institute, he has been able to attract additional funding sources, which can contribute to the training program. The Institute provides other resources. The Day Care Center (all levels of retarded children) provides one setting to evaluate student success, via the performance of the child. The Special Education division utilized the Vocational Rehabilitation Lab. The UAF Director, a pediatrician, and the Special Education Program Director have as a priority the development of an in-patient school. The UAF Director perceives this as an expansion of clinical services, where the Program Director sees this school as an additional setting for training provided by the Institute.

The entire Institute is exploring models for improved interdisciplinary training. The position of Special Education Training Director has been filled recently, and a Training Coordinator is being sought. All Program Directors are participating in a project exploring interdisciplinary training.

INDIVIDUAL TABLE NO. 1 FOR BALTIMORE, MARYLAND
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

BEST COPY AVAILABLE

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	8	0	0	0	0	0	0	0	0	0	0	0	8	0	8
DENTISTRY	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
*EDUCATION	30	0	14	19	6	0	0	0	0	0	0	2450	0	0	50	2469	2519
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0	7
NURSING	3	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	27	0	0	0	0	0	0	0	0	0	0	0	27	0	27
*THERAPY	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15	0	15
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	50	0	49	19	13	0	0	0	0	0	0	2450	0	0	112	2469	2581
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	30	0	14	19	6	0	0	0	0	0	0	2450	0	0	50	2469	2519
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0	7
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7
PHYSICAL	8	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 2 FOR BALTIMORE, MARYLAND
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

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TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	2450	0	0	0	2450	2450
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	0	0	0	0	0	0	0	0	0	0	0	2450	0	0	0	2450	2450
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
											0	2450	0	0	0	2450	2450
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 3 FOR BALTIMORE, MARYLAND
NUMBER OF TRAINEES SERVED BY THE DAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

BEST COPY AVAILABLE

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	2	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
*EDUCATION	30	0	14	19	6	0	0	0	0	0	0	0	0	0	2	0	2
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	50	19	69
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	3	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0	7
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	15	0	0	0	0	0	0	0	0	0	0	0	0	0	27	0	27
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	0	15
T O T A L	50	0	49	19	13	0	0	0	0	0	0	0	0	0	0	0	0
															112	19	131
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	30	0	14	19	6	0	0	0	0	0	0	0	0	0	0	0	0
															50	19	69
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7	0	7
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	7	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0	7
PHYSICAL	8	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE FOR BALTIMORE, MARYLAND

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	2450	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	44	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	15	0	0
301+	PRE	0	0	0	0	0	0	6	0	0	0	7	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27	0	0	0
SUB-TOTAL		0	0	0	0	8	2	2519	0	0	0	7	3	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		0	0	0	0	8	2	2519	0	0	0	7	3	0	0	0	0	27	15	0
GRAND TOTAL	2581																			

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Interview Summary
Factors Relating to Training
Developmental Evaluation Clinic
Boston, Massachusetts

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The Children's Hospital Medical Center University Affiliated Facility (UAF), called the Developmental Evaluation Clinic, is affiliated with the Harvard Medical School and several other Boston area universities and colleges. It is one of two UAF's located in the Boston metropolitan area. The Clinic was established in the building which houses the outpatient pediatric clinics, making it necessary to consider the patient service component a priority. For the first three years, Special Education was the only discipline to receive federal funds; since 1971 other disciplines have been funded, also. The disciplines within the UAF have evolved as trainee-oriented. Each discipline cooperatively participates in the training of students.

Administratively, the Curriculum and Policy Committee, composed of one representative from each of the eleven disciplines, consider and decide upon the training structure. The Associate Director of the UAF and the Director of Training reported that the training priorities are determined by the directions taken by this committee, formulated and coordinated within the Training Committees. There is a Training Committee for every discipline whose membership consists of a representative from the affiliated university department, the Medical Center, a UAF staff person within that specific discipline, various consultants with practical experience in the field, and, where possible, a recent alumnus of the training program. The Core Curriculum has a central position in the training program; it consists of a 2-semester course of lectures, seminars, planned observations, and field trips. When the trainees are assigned responsibilities for studies with children, they become supervised members of the clinical team. About five new children are staffed each week, with these conferences attended by the trainees, as well. There are also staff seminars and smaller conferences in which one can discuss the implementation of the interdisciplinary models and approach decision-making policies. This integrates the disciplinary input for the students and promotes interdisciplinary dialogue. The experienced students develop a mature and contributing relationship with the staff. Solution of the complicating factors involved in operating a training and service facility within a large metropolitan area is facilitated by a dynamic involvement of the staff in the community. Such involvement also provides a broader population to be seen by the trainees.

The relationship between the UAF and the university (Boston College, for Special Education trainees) is well coordinated and cooperative. Although the University Department Chairman was out of town, the positive feedback from trainees as well as from the UAF staff who teach full time at the University, indicates that input is well received and training priorities are consistent. The daily dialogue between the department and the UAF Special Education professors, and the University department representative on the Training Committee facilitates active participation in goal setting and objectives to be pursued. The trainees are provided a well integrated variety of experiences and theory. There are five universities that send trainees to the UAF which are working with the interdisciplinary approach to training. Most of the UAF staff hold teaching positions at one of the universities, as well as advisory positions at the community level. Therefore, all are personally committed to the training component, and act individually to foster

rapport among trainees and staff.

Funding cuts from the Bureau for the Education of the Handicapped are constraining the Special Education staff and prohibiting hiring needed personnel. The staff would welcome more funds for audio-visual aids for training, data collection, and the service component, as the Medical Center is providing fewer services to the UAF clients.

INDIVIDUAL TABLE NO. 1 FOR BOSTON, MASSACHUSETTS
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

BEST COPY AVAILABLE

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	0	7
DENTISTRY	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1
*EDUCATION	0	0	62	0	2	0	0	0	0	0	0	0	0	132	64	132	196
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	22	0	0	0	7	0	0	0	0	0	29	0	29
NURSING	62	0	2	0	0	0	0	0	0	0	0	0	0	14	64	14	78
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	22	0	0	0	0	0	0	0	0	0	0	0	22	0	22
*PSYCHOLOGY	0	0	0	0	0	0	9	0	0	0	0	0	0	0	9	0	9
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	38	0	0	0	0	0	0	0	0	0	0	0	38	0	38
*THERAPY	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	62	0	132	0	24	0	9	0	8	0	0	0	0	146	235	146	381
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	62	0	2	0	0	0	0	0	0	0	0	132	64	132	196
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	22	0	0	0	1	0	0	0	0	0	23	0	23
PSYCHIATRY	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6	0	6
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	9	0	0	0	0	0	0	0	9	0	9
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 2 FOR BOSTON, MASSACHUSETTS
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

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TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0	34	0	34	34
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	22	0	0	0	0	0	0	0	0	0	22	0	22
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	8	8
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	22	0	0	0	0	0	0	0	0	0	0	0	22	0	22
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	0	0	22	0	22	0	0	0	0	0	0	0	0	42	44	42	86
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	34	0	34	34
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	22	0	0	0	0	0	0	0	0	0	22	0	22
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 3 FOR BOSTON, MASSACHUSETTS
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE,ACADEMIC LEVEL, AND SERVICE LEVEL.

BEST COPY AVAILABLE

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	0	7
DENTISTRY	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1
*EDUCATION	0	0	62	0	2	0	0	0	0	0	0	0	0	98	64	98	162
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	7	0	0	0	0	0	7	0	7
NURSING	62	0	2	0	0	0	0	0	0	0	0	0	0	6	64	6	70
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	9	0	0	0	0	0	0	0	9	0	9
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	38	0	0	0	0	0	0	0	0	0	0	0	38	0	38
*THERAPY	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	62	0	110	0	2	0	9	0	8	0	0	0	0	104	191	104	295
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	62	0	2	0	0	0	0	0	0	0	0	98	64	98	162
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	1
PSYCHIATRY	0	0	0	0	0	0	0	0	6	0	0	0	0	0	6	0	6
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	9	0	0	0	0	0	0	0	9	0	9
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE FOR BOSTON, MASSACHUSETTS

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

BEST COPY AVAILABLE

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	22	0	0	22	0	0	0	0	0
	IN	0	0	0	0	0	0	34	0	0	0	0	8	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	98	0	0	0	0	6	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	5	0	59	0	0	0	0	0	0	0	0	0	31	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	5	0	0	0	6	2	0	0	6	0	1	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	2	0	0	0	0	0	1	0	0	0	3	0	6	1	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	7	1	196	0	0	0	29	16	0	22	9	0	38	1	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	62	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	62	0	0	0	0	0	0	0
UAF TOTAL		0	0	0	0	7	1	196	0	0	0	29	78	0	22	9	0	38	1	0
GRAND TOTAL		381																		

Interview Summary
Factors Relating to Training
The Division for Disorders of Development and Learning
Chapel Hill, North Carolina

The Chapel Hill UAF is located in a relatively new, large building. The Special Education Division has available space for classrooms, offices, etc. The UAF Special Education Program Director's time is divided between the University of North Carolina and the UAF: 75% at the UAF and 25% in the University Special Education department. The diagnostic, prescriptive teachers who do not have specific classroom assignments constitute the remainder of the Special Education staff. There are three classrooms in the Special Education Division, including a Prescription Generating Center which is a diagnostic classroom. In addition to preservice training within the facility, inservice training takes the form of workshops in local schools, institutions, diagnostic centers, etc. The classrooms are associated with the UAF Special Education Division. The Special Education faculty work on a consultant basis with teachers in the field. Due to the nature of the training program and the physical accomodations, these classrooms are used primarily for diagnosis and treatment, secondly for demonstration.

Special Education training within the Special Education division is geared primarily to master's level students who specialize in the area of educational diagnosis. Activities involving teaching, service, and research are included in training. Several students are given a semester's practicum experience in some depth, becoming involved with diagnosis, service, case studies, written reports, oral presentations, and participation in workshops sponsored by the Special Education Division. Selection of these trainees is based upon demanding criteria, and only the more interested and qualified students are accepted for a practicum placement. Again, Special Education training geared toward those students outside the Special Education Department is done on a short-term basis including inservice. The staff participates in twenty to thirty workshops per year. The University of North Carolina Special Education Department contributes some money for travel and supports one secretary. Some departmental monies are also given for supplies for the UAF Special Education Division Head. The Chapel Hill system funds two of the classrooms with additional money obtained from the State Department of Public Instruction.

A rather involved process is used in the formation of training priorities within the UAF. A UAF Training Committee composed of representatives from five disciplinary areas has been formed. All recommendations for policy changes in the area of training are processed through this group. Recommendations of this committee are sent to the Section Head Committee for consideration. These recommendations are then disseminated to the total UAF staff for evaluation. A formal checklist is used to gather data on training policies and needs within each discipline. The section heads have a great deal of independence in setting training priorities within their own discipline, as well as establishing overall training priorities within the UAF.

Special Education training priorities are set within the Special Education division by the section head with input from the above-mentioned sources. The University Special Education Chairman has input directly through the UAF Special Education Division head as there is a faculty appointment and considerable time is spent at the University. The University Departmental Chairman also has input through BEH funding procedure, as the application is channeled through the University Special Education Department. The Chairman also participates in a UAF Advisory Committee, which is composed primarily of people outside the UAF. However, this committee is more concerned with broad, general topics and with overall policies.

The Division for Disorders of Development and Learning is administratively responsible to the Biological Sciences Research Center of the Child Development Institute. The Child Development Institute has another division called the Frank Porter Graham Child Development Center. The emphasis in this center appears to be clinically oriented, and emphasizes research. However, there is a school program containing classes from grades one to six as well as pre-school.

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INDIVIDUAL TABLE NO. 1 FOR CHAPEL HILL, N. CAROLINA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4	0	4
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	8	0	0	0	0	0	0	0	0	0	0	0	8	0	8
DENTISTRY	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4	0	4
*EDUCATION	45	95	74	80	0	0	0	0	0	0	0	0	0	0	119	175	294
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	4	0	0	0	10	1	0	0	0	0	14	1	15
NURSING	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	2
*PSYCHOLOGY	0	0	6	0	8	2	0	0	0	0	0	0	0	0	14	2	16
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
*THERAPY	13	30	0	0	0	0	0	0	0	0	0	0	0	0	13	30	43
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	58	125	138	80	12	2	0	0	10	1	0	0	0	0	218	208	426
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	45	95	74	80	0	0	0	0	0	0	0	0	0	0	119	175	294
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	10	1	0	0	0	0	10	1	11
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	4	0	0	0	0	0	0	0	0	0	4	0	4
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	6	0	8	2	0	0	0	0	0	0	0	0	14	2	16
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	3	30	0	0	0	0	0	0	0	0	0	0	0	0	3	30	33
PHYSICAL	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	0	10
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 2 FOR CHAPEL HILL, N. CAROLINA
NUMBER OF TRAINEES SERVED BY THE DAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNITY DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	40	55	65	40	0	0	0	0	0	0	0	0	0	0	105	95	200
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	40	65	65	40	0	0	0	0	0	0	0	0	0	0	105	105	210
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	40	55	65	40	0	0	0	0	0	0	0	0	0	0	105	95	200
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	10
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 3 FOR CHAPEL HILL, N. CAROLINA
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

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DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4	0	4
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	8	0	0	0	0	0	0	0	0	0	0	0	8	0	8
DENTISTRY	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4	0	4
*EDUCATION	5	40	9	40	0	0	0	0	0	0	0	0	0	0	14	80	94
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATERNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	4	0	0	0	10	1	0	0	0	0	14	1	15
NURSING	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	2
*PSYCHOLOGY	0	0	6	0	8	2	0	0	0	0	0	0	0	0	14	2	16
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
*THERAPY	13	20	0	0	0	0	0	0	0	0	0	0	0	0	13	20	33
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	18	60	73	40	12	2	0	0	10	1	0	0	0	0	113	103	216
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	5	40	9	40	0	0	0	0	0	0	0	0	0	0	14	80	94
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	10	1	0	0	0	0	10	1	11
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	4	0	0	0	0	0	0	0	0	0	4	0	4
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	6	0	8	2	0	0	0	0	0	0	0	0	14	2	16
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	3	20	0	0	0	0	0	0	0	0	0	0	0	0	3	20	23
PHYSICAL	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	0	10
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR CHAPEL HILL, N. CAROLINA

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNICTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	50	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	15	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	4	5	0	0	0	10	0	0	2	6	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0
61-300	PRE	0	4	0	0	8	0	0	0	0	0	4	20	0	0	8	0	20	13	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	4	0	0	8	4	79	0	0	0	15	20	0	2	16	0	20	13	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	55	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	80	0	0	0	0	0	0	0	0	0	0	10	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	80	0	0	0	0	0	0	0	0	0	0	20	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	215	0	0	0	0	0	0	0	0	0	0	30	0
UAF TOTAL		0	4	0	0	8	4	294	0	0	0	15	20	0	2	16	0	20	43	0
GRAND TOTAL		426																		

Interview Summary
Factors Relating to Training
Nisonger Center
Columbus, Ohio

The Nisonger Center has a large facility with flexible classroom space, large observation rooms, and a gym which attracts community people. The Center is close to other facilities serving a variety of handicapped clients: the Psychiatric Hospital, and the Rehabilitation and Physical Therapy Center. The University Television Studio is also housed nearby and is used for simulation projects by both Psychology and Special Education. The Center also has extensive media facilities. In certain instances the architectural design of the facility yields traffic patterns not conducive to interdisciplinary training goals.

Graduate students in service delivery to the mentally retarded and other handicapped are top priority. Another important target group is community personnel in the service fields. Applied research training to improve service delivery is also emphasized. Training priorities include: (1) interdisciplinary problem-solving around model definition, treatment, and curriculum development; (2) behavior modification training; (3) performance based criteria for trainees.

Overall training priorities are set by the total staff; disciplinary goals are set by members in each discipline. The purpose of a retreat in the Fall, 1972 was to develop means of implementing interdisciplinary-multidisciplinary training. The Program Directors have equal input in developing priorities. The University Affiliated Facility (UAF) has served an open invitation to the University Special Education Chairman to participate in this development. The Chairman also has recourse through the Policy Committee and the Advisory Council. He sees the UAF as only one of a number of placements for his students. In fact, while the number of University Special Education trainees has decreased, students from Child Development and Early Childhood Education have increased in programs geared to Special Education trainees. These University disciplines also participate in Special Education training. Therefore, Special Education is well represented within the UAF.

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INDIVIDUAL TABLE NO. 1 FOR COLUMBUS, OHIO
NUMBER OF TRAINEES SERVED BY THE UAP EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	11	0	1	0	0	0	0	0	0	0	0	0	12	0	12
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	260	0	4	0	1	0	0	0	0	0	0	0	0	0	265	0	265
COMMUNCTV DISORD	0	0	8	0	2	0	0	0	0	0	0	0	0	0	10	0	10
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
*EDUCATION	275	16	41	24	7	0	0	0	0	0	0	0	0	0	323	40	363
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9	0	9
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	36	0	36	0	36
NURSING	120	0	4	0	0	0	0	0	0	0	0	0	0	0	124	0	124
NURSING (LPN)	102	0	0	0	0	0	0	0	0	0	0	0	0	0	102	0	102
NUTRITION	15	0	1	0	0	0	0	0	0	0	0	0	0	0	16	0	16
*PSYCHOLOGY	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	10	0	22	0	0	0	0	0	0	0	0	0	0	0	32	0	32
*THERAPY	36	0	0	0	0	0	0	0	0	0	0	0	0	0	36	0	36
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	818	16	111	24	11	0	0	0	0	0	0	0	46	0	986	40	1026
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	150	0	2	0	2	0	0	0	0	0	0	0	0	0	154	0	154
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	4	0	2	0	0	0	0	0	0	0	0	0	6	0	6
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	125	16	35	24	3	0	0	0	0	0	0	0	0	0	163	40	203
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	17	0	17	0	17
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	18	0	18	0	18
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	6	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	6
PHYSICAL	30	0	0	0	0	0	0	0	0	0	0	0	0	0	30	0	30
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 2 FOR COLUMBUS, OHIO
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

BEST COPY AVAILABLE

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	10	0	0	0	0	0	0	0	0	0	0	0	10	0	10
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	260	0	0	0	0	0	0	0	0	0	0	0	0	0	260	0	260
COMMUNITY DISEASE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	265	16	15	12	0	0	0	0	0	0	0	0	0	0	280	28	308
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	100	0	0	0	0	0	0	0	0	0	0	0	18	0	18	0	18
NURSING (LPN)	100	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	100
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100	0	100
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	14	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	0	14
T O T A L	739	16	30	12	0	0	0	0	0	0	0	0	18	0	787	28	815
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	150	0	0	0	0	0	0	0	0	0	0	0	0	0	150	0	150
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	115	16	15	12	0	0	0	0	0	0	0	0	0	0	130	28	158
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	18	0	18	0	18
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4
PHYSICAL	10	0	0	0	0	0	0	0	0	0	0	0	0	0	10	0	10
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 3 FOR COLUMBUS, OHIO
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

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DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2	0	2
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	4	0	1	0	0	0	0	0	0	0	0	0	5	0	5
COMMUNITY DISORD	0	0	8	0	2	0	0	0	0	0	0	0	0	0	10	0	10
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
*EDUCATION	10	0	26	12	7	0	0	0	0	0	0	0	0	0	43	12	55
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	9	0	9	0	9
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	18	0	18	0	18
NURSING	20	0	4	0	0	0	0	0	0	0	0	0	0	0	24	0	24
NURSING (LPN)	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
NUTRITION	15	0	1	0	0	0	0	0	0	0	0	0	0	0	16	0	16
*PSYCHOLOGY	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	10	0	17	0	0	0	0	0	0	0	0	0	0	0	27	0	27
*THERAPY	22	0	0	0	0	0	0	0	0	0	0	0	0	0	22	0	22
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	79	0	81	12	11	0	0	0	0	0	0	0	28	0	199	12	211
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	2	0	2	0	0	0	0	0	0	0	0	0	4	0	4
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	4	0	2	0	0	0	0	0	0	0	0	0	6	0	6
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	10	0	20	12	3	0	0	0	0	0	0	0	0	0	33	12	45
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	17	0	17	0	17
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	20	0	0	0	0	0	0	0	0	0	0	0	20	0	20
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
PHYSICAL	20	0	0	0	0	0	0	0	0	0	0	0	0	0	20	0	20
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE FOR COLUMBUS, OHIO

BEST COPY AVAILABLE

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	10	0	260	0	0	280	0	0	0	18	100	100	0	0	0	5	14	0
	IN	0	2	0	0	0	0	28	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	15	20	0	15	0	0	5	0	0
	IN	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	2	0	3	4	0	31	0	9	0	0	4	2	0	15	0	10	22	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	2	6	1	12	0	0	0	3	0	0	1	5	0	12	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	12	0	265	10	1	363	0	9	0	36	124	102	16	20	0	32	36	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		0	12	0	265	10	1	363	0	9	0	36	124	102	16	20	0	32	36	0
GRAND TOTAL	1026																			

Interview Summary
Factors Relating to Training
University Affiliated Clinical Program
for the Mentally Retarded
Cincinnati, Ohio

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The Cincinnati University Affiliated Facility (UAF) is presently located in two separate buildings. The main section is housed within a seven-story structure shared by other agencies and businesses. Two small Special Education classrooms without windows are located in the central part of the building. The UAF divisions are located in clusters as each discipline has its own series of offices located physically together. The Medical Services division of the UAF is located in a large house several blocks from the main section of the center. A new facility in which the entire UAF will be housed is expected to be completed by September. Many service-oriented community agencies such as the Cerebral Palsy Center will also be located in this facility along with other medical facilities. This housing arrangement will allow several special classrooms presently housed in other centers in the city to be placed under the direct supervision of the UAF Special Education Program Directors, though still financed and run by other agencies.

Within the UAF, there are three committees whose responsibility relates to the UAF training program. There is a Training Committee which reviews all suggestions regarding training and makes final recommendations to a committee made up of the UAF Director and Program Directors. The Training Committee is also responsible for formulation of its own recommendations regarding training. An Evaluation and Advisory Committee was established to evaluate the effectiveness of present UAF training programs and to make recommendations to the Training Committee regarding innovation or change in training procedures. There is also an Interdisciplinary Service Committee whose interest is primarily centered around the quality of the service program. This committee is presently involved in a comprehensive evaluation of clinical services. Overall training priorities appear to be set primarily within the UAF through cooperation of the three above-mentioned committees. A University Advisory Council has been established and is made up of a Vice Provost, several deans, and the chairmen of University departments who have strong relationships with the UAF facility. Their function is one of coordination and information exchange, which includes giving advice on matters such as housing, funding, academic advancement and tenure of UAF faculty, etc. It functions somewhat as a "protector" of the UAF and its faculty.

Though the UAF and UAF Special Education component remain relatively independent of University control, the Cincinnati UAF Special Education component appears to be well-integrated into the University Special Education Department. All UAF Special Education faculty, with the exception of classroom teachers, have faculty appointments in the University Special Education Department and participate in their weekly departmental meetings. The University Special Education Department funds one full-time faculty member to work with the UAF Special Education program in the area of Learning Disabilities. All UAF Special Education faculty appointemnts are processed through the University Special Education Department.

The UAF is highly service-oriented and serves a minimum of 550 cases per year exclusive of re-evaluations. The Special Education component attempts to provide services to the community which are not available elsewhere. Classrooms for the

Educable Handicapped are not housed in the facility as it is felt that a number of adequately functioning classrooms are available in the community for trainees to observe and for active involvement. The Learning Disabilities room and a Pre-school program were established as there are few, if any, such programs in the community. It is felt that these programs should constitute a model for the community schools in their attempts to provide better service for children. It would appear that emphasis upon interdisciplinary training varies somewhat among the UAF components. However, interdisciplinary training appears centered primarily around case conferences and internal contacts with other disciplines. Training in Special Education for Special Education students appears to focus at the graduate level with emphasis upon diagnostics, case management and research, and service. The major UAF training methods include a lecture and discussion series, "teaching cases", in-service orientation at the beginning of the year and a luncheon film series.

Special Education funding sources other than BEH include the funding of one faculty member through the University Special Education Department, two through Maternal and Child Health, one teacher funded by the local school system, one teacher funded by a local community agency, and one staff member funded through Developmental Disabilities as a Liaison Educator. The Learning Disability classroom was initially funded by a community group who donated $90,000 to initiate the program. The program has subsequently been sponsored by the University Special Education Department.

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INDIVIDUAL TABLE NO. 1 FOR CINCINNATI, OHIO
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
COMMUNCTV DISORD	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	0	7
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	133	0	822	0	10	0	0	0	0	0	0	0	0	0	965	0	965
HOME ECONOMICS	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	12	0	0	0	0	0	0	0	0	0	12	0	12
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	1	0	15	0	3	0	0	0	0	0	0	0	0	0	19	0	19
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	39	0	0	0	0	0	0	0	0	0	0	0	39	0	39
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	135	0	885	0	25	0	0	0	0	0	0	0	0	0	1045	0	1045
*EDUCATION																	
COUNSELING	0	0	2	0	1	0	0	0	0	0	0	0	0	0	3	0	3
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	28	0	0	0	0	0	0	0	0	0	0	0	28	0	28
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	133	0	791	0	9	0	0	0	0	0	0	0	0	0	933	0	933
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	12	0	0	0	0	0	0	0	0	0	12	0	12
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	1	0	15	0	3	0	0	0	0	0	0	0	0	0	19	0	19
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 2 FOR CINCINNATI, OHIO
NUMBER OF TRAINEES SERVED BY THE HAE EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

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TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	6	0	0	0	0	0	0	0	0	0	0	0	6	0	6
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	70	0	580	0	0	0	0	0	0	0	0	0	0	0	650	0	650
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	12	0	0	0	0	0	0	0	0	0	12	0	12
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	0	7
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	39	0	0	0	0	0	0	0	0	0	0	0	39	0	39
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	70	0	632	0	12	0	0	0	0	0	0	0	0	0	714	0	714
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	28	0	0	0	0	0	0	0	0	0	0	0	28	0	28
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	70	0	552	0	0	0	0	0	0	0	0	0	0	0	622	0	622
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	12	0	0	0	0	0	0	0	0	0	12	0	12
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	7	0	0	0	0	0	0	0	0	0	0	0	7	0	7
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 3 FOR CINCINNATI, OHIO
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
COMMUNCTV DISORD	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	63	0	242	0	10	0	0	0	0	0	0	0	0	0	315	0	315
HOME ECONOMICS	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	1	0	8	0	3	0	0	0	0	0	0	0	0	0	12	0	12
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	65	0	253	0	13	0	0	0	0	0	0	0	0	0	331	0	331
*EDUCATION																	
COUNSELING	0	0	2	0	1	0	0	0	0	0	0	0	0	0	3	0	3
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	63	0	239	0	9	0	0	0	0	0	0	0	0	0	311	0	311
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	1	0	8	0	3	0	0	0	0	0	0	0	0	0	12	0	12
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR CINCINNATI, OHIO

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	6	0	650	0	0	0	12	0	0	0	7	0	39	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	1	0	0	1	1	0	68	1	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	238	0	0	0	0	0	0	0	12	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		1	0	0	1	7	0	965	1	0	0	12	0	0	0	19	0	39	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		1	0	0	1	7	0	965	1	0	0	12	0	0	0	19	0	39	0	0
GRAND TOTAL		1045																		

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Interview Summary
Factors Relating to Training
Center on Human Development
Eugene, Oregon

The Center for Human Development is housed in a very new, large facility. The physical facilities are very modern. Four classrooms are located within this unit including two rooms for Multiply Handicapped and Downs Syndrome children and a voluntarily staffed day care center for children of university students and faculty. As of next September, the University day program will be replaced by a Head Start unit to facilitate an active Head Start teacher training program. The Director of the Institute is interested in beginning a classroom for Physically and Mentally Handicapped youngsters. A large room is also used for developmentally oriented physical education activities. Eight rooms for individual tutoring and/or diagnostic work are arranged in a semi-circle, the interior of which allows a large number of students to view these rooms simultaneously. Without leaving the room, a student can walk from observation post to observation post and view speech therapy, diagnostic testing, remedial reading, etc. This UAF also houses a Regional Materials Center serving a large area including Guam and Hawaii. The Center also houses a Special Education Instructional Materials Center, A Research and Training Center in Mental Retardation, and the Center at Oregon for Research in Behavioral Evaluation of the Handicapped (CORBEH). The Training Center is located upon the campus in a convenient site. This accessibility allows a free flow of students between the University Affiliated Facility (UAF) and University, allowing some university classes to be held at the UAF in the large lecture halls located there. Both University and UAF meetings, conferences, workshops, etc. are held at the facility.

The Center is administered as a division of the College of Education and both the Director and Special Educator have faculty appointments in the Department of Special Education. The Clinical Services division of the UAF, however, appears to contribute the majority of the clinical services with the exception of those of an educational nature. It is administered and funded by the Crippled Children's Association. As the UAF does not receive Maternal and Child Health funding, it was necessary to obtain monies and services elsewhere, and the cooperation with the Crippled Children's Association has proved mutually beneficial. The medical services of the UAF are provided through this agency. As a result of this mutually beneficial alignment there is no direct administrative line between the Director of the Center and the Clinical Services Director. However, an adequate and cooperative working relationship was developed.

The UAF Special Education division does not receive the full $30,000 from the Bureau for the Education of the Handicapped (BEH) and operates upon a $20,000 grant. Classroom teachers are sponsored by local school districts and money for one secretary, some travel expenses, and some supplies is obtained from the University Special Education Department. Funding for other needs of the Education and Special Education divisions are drawn primarily from state and local sources. However, funding is of major concern at this UAF, and much energy both within the

Center and the University Special Education Department is consumed in program defense and little energy, until this year, has been directed toward obtaining additional funds and increasing program size and adequacy. The UAF Director has made a concentrated effort to increase funding and program development during the current year, and has established all of the present classroom programs, during this period of time.

The necessity for obtaining local funding has resulted in a highly service-oriented UAF geared toward meeting community needs. There is no formal committee or method of establishing training priorities at this time, and this function is largely carried out within the UAF by the Center Director, the Special Educator and the Special Education Department Chairman. The relationship between the UAF Special Education division and the University Special Education Department appears somewhat reserved. However, several University Special Education Department staff are involved in providing direct service to the Special Education division as it is in an early stage of development. The University Special Education Department also has a practicum coordinator who coordinates the placements of all Special Education students including those involved at the UAF. However, to date no formal placement of students in the UAF has been effected through this position, possibly due to the fact that the UAF is just becoming capable of providing more traineeships and practicum experiences. Two staff members from the University Physical Education Department have on-going programs within the UAF and offer consultive services to the UAF classrooms. One or two faculty also serve as program consultants, assisting in supervision and placement of practicum students.

The training program in its present state of development at Eugene, does not appear to house well-defined formal components; basically, all training is done with an intradisciplinary emphasis in conjunction with diagnostic and clinical services. This may be a result of the relatively recent development of UAF educational activities and insufficient time for the development of more formal interdisciplinary training. However, there do appear to be many avenues for interdisciplinary training, especially for classroom teachers. Nevertheless, few trainees from disciplines closely related to education were observed. There was a distinct lack of trainees from the medical profession, as might be expected in terms of the behavioral orientation of the Center and the lack of Maternal and Child Health training program support.

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INDIVIDUAL TABLE NO. 1 FOR EUGENE, OREGON
NUMBER OF TRAINEES SERVED BY THE UAP EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	2
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	52	15	34	0	6	5	0	0	0	0	0	0	0	0	92	20	112
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	125	0	0	0	0	0	0	0	0	0	0	0	0	0	125	0	125
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	1	0	0	0	2	0	0	0	0	0	0	0	0	0	3	0	3
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
*THERAPY	2	0	5	10	0	0	0	0	0	0	0	0	0	0	7	10	17
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	182	15	41	10	8	5	0	0	0	0	0	0	0	0	231	30	261
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	2	5	0	0	0	0	0	0	0	0	2	5	7
GENERAL	5	15	0	0	0	0	0	0	0	0	0	0	0	0	5	15	20
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	32	0	4	0	4	0	0	0	0	0	0	0	0	0	40	0	40
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	15	0	30	0	0	0	0	0	0	0	0	0	0	0	45	0	45
*MEDICINE																	
GENETICS	125	0	0	0	0	0	0	0	0	0	0	0	0	0	125	0	125
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	1	0	0	0	2	0	0	0	0	0	0	0	0	0	3	0	3
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	5	10	0	0	0	0	0	0	0	0	0	0	5	10	15

INDIVIDUAL TABLE NO. 2 FOR EUGENE, OREGON
NUMBER OF TRAINEES SERVED BY THE UAP EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

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DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTY DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	0	15	0	0	0	5	0	0	0	0	0	0	0	0	0	20	20
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	125	0	0	0	0	0	0	0	0	0	0	0	0	0	125	0	125
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	5	10	0	0	0	0	0	0	0	0	0	0	5	10	15
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	125	15	5	10	0	5	0	0	0	0	0	0	0	0	130	30	160
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	5	5
GENERAL	0	15	0	0	0	0	0	0	0	0	0	0	0	0	0	15	15
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE																	
GENETICS	125	0	0	0	0	0	0	0	0	0	0	0	0	0	125	0	125
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	5	10	0	0	0	0	0	0	0	0	0	0	5	10	15

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INDIVIDUAL TABLE NO. 3 FOR EUGENE, OREGON
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	2
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	52	0	34	0	6	0	0	0	0	0	0	0	0	0	92	0	92
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	1	0	0	0	2	0	0	0	0	0	0	0	0	0	3	0	3
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
*THERAPY	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	57	0	36	0	8	0	0	0	0	0	0	0	0	0	101	0	101
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
GENERAL	5	0	0	0	0	0	0	0	0	0	0	0	0	0	5	0	5
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	32	0	4	0	4	0	0	0	0	0	0	0	0	0	40	0	40
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	15	0	30	0	0	0	0	0	0	0	0	0	0	0	45	0	45
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	1	0	0	0	2	0	0	0	0	0	0	0	0	0	3	0	3
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR EUGENE, OREGON

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	125	0	0	0	0	0	0	5	0
	IN	0	0	0	0	0	0	20	0	0	0	0	0	0	0	0	0	0	10	0
9-20	PRE	0	2	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	30	0	0	0	0	0	0	0	0	0	0	2	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	57	0	0	0	0	0	0	0	3	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	2	0	0	0	0	112	0	0	0	125	0	0	0	3	0	2	17	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		0	2	0	0	0	0	112	0	0	0	125	0	0	0	3	0	2	17	0
GRAND TOTAL		261																		

Interview Summary
Factors Related to Training
Child Development Center
Memphis, Tennessee

The Memphis University Affiliated Facility (UAF) is housed in an extremely modern facility. There are several large lecture halls, a library and a rather complete system of instructional technology. Both the training and service programs are very interdisciplinary in nature. Faculty must conform to this approach and the ability to function in an interdisciplinary manner is a prerequisite for employment. Disciplinary boundaries are not definitive and there is considerable overlap in terms of knowledge and service. The university affiliation is primarily with Memphis State University as the Special Education Department at the University of Tennessee is located at the Knoxville campus, several hundred miles away. Subsequently, most of the UAF Special Education trainees are Memphis State University students, although some are placed from Knoxville and other universities such as Arkansas State and the University of Mississippi.

The training program is geared to community needs as well as to the needs of the Special Education Department at Memphis State. Most of the Special Education and other UAF trainees are placed on a short-term basis, and more long-term trainees are needed. Student teachers from Memphis State usually spend nine weeks at the UAF as well as take a nine-week placement elsewhere. The core course offered at the UAF is said to be excellent and very popular with Memphis State students. It is offered through Memphis State, and Child Development Center personnel participate in instruction. The University Affiliated Facility has nine demonstration classrooms including the Acoustically Handicapped, Learning Disabled, Emotionally Handicapped, and Educable and Trainable Retarded. The University of Tennessee-United Cerebral Palsy Day Training Center is administratively a part of the Special Education unit. This program provides educational training activities for about 40 severely retarded-multiply handicapped children. Uniquely, the Medical Center pool is located one block from the Center and is accessible to children in these demonstration classrooms.

It would appear that overall UAF training goals and policies are set by a committee composed of department heads. Each department is somewhat independent in determining its own training program. The Coordinator of Training serves as a liaison for communication between the students, the individual disciplines, and other committees or individuals influencing the overall UAF training program. The Coordinator actively facilitates feedback on trainee satisfaction with their experiences to the individual departments, acting somewhat as a sounding board. Memphis State has no formal input regarding the training program. However, the University Special Education Chairman is quite satisfied with the impact he has through informal recommendations. The UAF Special Education division appears to be functioning cooperatively with both Memphis State University and the community in terms of designing training programs. The Special Education division training program appears to be primarily geared to training students who will be performing service functions such as teaching. Much time is also spent in formal training activites with students from other disciplines. At this time little emphasis is

placed upon research. Most of the trainees are undergraduates or masters degree students. Although there is a Memphis State University advisory committee for Special Education comprised of representatives from a wide variety of agencies and institutions, the responsibility for designing and implementing the Center's Special Education service and training programs lies with the Program Director of the UAF Special Education component.

UAF Special Education funding utilizes the typical major funding sources as well as a large number of independent sources. There are three Special Education staff members including the Director, a Curriculum Specialist who also acts as "principal" to the classroom teacher, and an Educational Diagnostician. Six classroom teachers and their aides are funded through the Shelby County School System. Three additional teachers are employed by the University of Tennessee, and Day Training Center aides are funded through the United Way of Greater Memphis.

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INDIVIDUAL TABLE NO. 1 FOR MEMPHIS, TENNESSEE
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	6	0	3	0	0	0	0	0	0	0	0	0	9	0	9
BIOCHEMISTRY	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	10	0	0	0	0	0	0	0	0	0	0	0	0	3	10	3	13
*EDUCATION	199	0	120	0	0	0	0	0	0	0	0	0	0	95	319	95	414
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	167	0	0	0	0	0	0	0	0	7	167	7	174
NURSING	140	0	0	0	0	0	0	0	0	0	0	0	0	19	140	19	159
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	12	0	0	0	0	0	0	0	0	0	0	3	12	3	15
*PSYCHOLOGY	71	0	27	0	3	0	0	0	0	0	0	0	0	0	101	0	101
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	10	0	0	0	0	0	0	0	0	0	0	3	10	3	13
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	420	0	175	0	175	0	0	0	0	0	0	0	0	130	770	130	900
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	32	0	0	0	0	0	0	0	0	0	0	0	0	0	32	0	32
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	4
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	14	0	0	0	0	0	0	0	0	0	0	0	14	0	14
SPECIAL	167	0	106	0	0	0	0	0	0	0	0	0	0	91	273	91	364
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	167	0	0	0	0	0	0	0	0	3	167	3	170
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	71	0	27	0	3	0	0	0	0	0	0	0	0	0	101	0	101
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 2 FOR MEMPHIS, TENNESSEE
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	10	0	0	0	0	0	0	0	0	0	0	0	0	3	10	3	13
*EDUCATION	187	0	88	0	0	0	0	0	0	0	0	0	0	95	275	95	370
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	167	0	0	0	0	0	0	0	0	7	167	7	174
NURSING	140	0	0	0	0	0	0	0	0	0	0	0	0	19	140	19	159
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	12	0	0	0	0	0	0	0	0	0	0	3	12	3	15
*PSYCHOLOGY	68	0	27	0	0	0	0	0	0	0	0	0	0	0	95	0	95
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	8	0	0	0	0	0	0	0	0	0	0	3	8	3	11
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	405	0	135	0	169	0	0	0	0	0	0	0	0	130	709	130	839
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	32	0	0	0	0	0	0	0	0	0	0	0	0	0	32	0	32
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	4
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	14	0	0	0	0	0	0	0	0	0	0	0	14	0	14
SPECIAL	155	0	74	0	0	0	0	0	0	0	0	0	0	91	229	91	320
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	167	0	0	0	0	0	0	0	0	3	167	3	170
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2	2
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	68	0	27	0	0	0	0	0	0	0	0	0	0	0	95	0	95
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 3 FOR MEMPHIS, TENNESSEE
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	6	0	3	0	0	0	0	0	0	0	0	0	9	0	9
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	12	0	32	0	0	0	0	0	0	0	0	0	0	0	44	0	44
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	3	0	0	0	3	0	0	0	0	0	0	0	0	0	6	0	6
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	2
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	15	0	40	0	6	0	0	0	0	0	0	0	0	0	61	0	61
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	12	0	32	0	0	0	0	0	0	0	0	0	0	0	44	0	44
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	3	0	0	0	3	0	0	0	0	0	0	0	0	0	6	0	6
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE FOR MEMPHIS, TENNESSEE

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

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DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	2	0	0	10	275	0	0	0	167	140	0	12	95	0	8	0	0
	IN	0	0	0	0	0	3	95	0	0	0	4	19	0	3	0	0	3	0	0
9-20	PRE	0	9	0	0	0	0	0	0	0	0	0	0	0	0	3	0	2	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	44	0	0	0	0	0	0	0	3	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	9	2	0	0	13	414	0	0	0	171	159	0	15	101	0	13	0	0
UAF TOTAL		0	9	2	0	0	13	414	0	0	0	174	159	0	15	101	0	13	0	0
GRAND TOTAL		900																		

Interview Summary
Factors Relating to Training
University Affiliated Exceptional Child Center
Utah State University

The Utah State University Affiliated Exceptional Child Center located in Logan, Utah, was primarily initiated by the Special Education Department at the University. The broad parameters of training priorities are determined by the Board of Directors. The Board insures the autonomy of the University Affiliated Facility (UAF) with representatives from the UAF staff, the local school districts, and parent groups. Collective decision-making rests with the Program Directors through staff meetings. The UAF Director is ultimately responsible for coordinating training.

The Special Education component exerts an influential force within the UAF. A positive relationship between the UAF and the University Department of Special Education facilitates cooperation and communication. The Special Education Department funds approximately one third of the entire UAF. The UAF currently reports to the Dean of the College of Education. The UAF Director, the Special Education Program Director, and Instructional Technologist all have tenure in the Special Education Department. The Special Education Department Chairman is on the UAF Board of Advisors. The UAF utilizes the University laboratory school.

The Special Education priorities are pre-service practicum in a clinical or community setting, behavioral management through casework and practicum program development, and evaluation of the Special Education program. Those students participating on a team are the only ones insured of specific interdisciplinary contacts. The other disciplines are seen basically as resources for the trainees.

INDIVIDUAL TABLE NO. 1 FOR LOGAN, UTAH
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

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DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	16	0	0	0	0	0	0	0	0	0	0	0	16	0	16
COMMUNCTV DISORD	0	0	28	0	0	0	0	0	0	0	0	0	0	0	28	0	28
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	352	0	204	84	32	16	0	0	0	0	530	0	0	0	1118	100	1218
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	72	0	20	0	0	0	0	0	0	0	0	0	92	0	92
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	352	0	320	84	52	16	0	0	0	0	530	0	0	0	1254	100	1354
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	352	0	204	84	32	16	0	0	0	0	530	0	0	0	1118	100	1218
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	72	0	20	0	0	0	0	0	0	0	0	0	92	0	92
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INSTITUTIONAL TABLE NO. 2 FOR LOGAN, UTAH
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	16	0	0	0	0	0	0	0	0	0	0	0	16	0	16
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	244	0	96	0	20	8	0	0	0	0	0	530	0	0	360	538	898
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	60	0	20	0	0	0	0	0	0	0	0	0	80	0	80
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	244	0	172	0	40	8	0	0	0	0	0	530	0	0	476	538	994
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	244	0	96	0	20	8	0	0	0	0	0	530	0	0	360	538	898
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	60	0	20	0	0	0	0	0	0	0	0	0	80	0	80
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 3 FOR LOGAN, UTAH
NUMBER OF TRAINEES SERVED BY THE HAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	28	0	0	0	0	0	0	0	0	0	0	0	28	0	28
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	108	0	108	84	12	8	0	0	0	0	0	0	0	0	228	92	320
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATERNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12	0	12
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
T O T A L	108	0	148	84	12	8	0	0	0	0	0	0	0	0	268	92	360
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	108	0	108	84	12	8	0	0	0	0	0	0	0	0	228	92	320
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	12	0	0	0	0	0	0	0	0	0	0	0	12	0	12
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR LOGAN, UTAH

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	16	0	0	890	0	0	0	0	0	0	0	80	0	0	0	0
	IN	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	80	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	28	0	224	0	0	0	0	0	0	0	12	0	0	0	0
	IN	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	16	28	0	1218	0	0	0	0	0	0	0	92	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
UAF TOTAL		0	0	0	16	28	0	1218	0	0	0	0	0	0	0	92	0	0	0	0
GRAND TOTAL		1354																		

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Interview Summary
Factors Related to Training
Institute for the Study of Mental Retardation
and Related Disabilities
Ann Arbor, Michigan

The Institute for the Study of Mental Retardation and Related Disabilities located in Ann Arbor, Michigan evolved primarily outside of a specific university department. Administratively, the University Affiliated Facility (UAF) reports to the vice president of academic affairs. The UAF Director has a background in Clinical Psychology. The Policy Committee, composed of seven deans, recruited the Director. The Director set the initial training priorities and they were ratified by the Executive Committee. The Executive Committee is composed of University faculty from various disciplines who are the primary link to departments. The basic priority is manpower development , with equal priority on pre and in-service trainees. These broad parameters are refined through staff meetings. There is a Director of Training. He perceives his role as implementing the coordinator of training amongst the disciplines.

The Special Education Division is conceptually integral; it has existed since the UAF's conception. Its original Director is now the University Special Education Department Chairman. The present Program Director shares a joint appointment with the UAF and University. He receives no monies from the department. University Special Education staff are represented on the executive committee. Training is in the clinical service mode. The Clinical Service branch is expanding. This expansion will warrant an additional Special Education staff member, and will accomodate a larger number of trainees. Training through this mode makes the UAF a unique placement for Special Education students. Approximately one third of the University Special Education students partake in training offered by the UAF.

Both the Program Director and the Department Chairman agree as to the benefits of UAF training, and each would like to define a more comprehensive training program -- one which would maximize the potential of UAF and Department resources. Some progress has been made. The Department Chairman would like a more comprehensive definition of training responsibilities between the Department and the UAF. The Program Director has kept communications open with the Department.

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INDIVIDUAL TABLE NO. 1 FOR ANN ARBOR, MICHIGAN
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0	10
AUDIOLOGY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
COMMUNCTV DISORD	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
DENTISTRY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
*EDUCATION	192	0	36	0	23	79	60	0	0	0	0	0	0	0	311	79	390
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0	10
*MEDICINE	0	0	0	0	14	0	0	0	0	0	0	0	0	0	14	0	14
NURSING	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	6	20	1	0	0	0	0	0	0	0	0	0	7	20	27
*PSYCHOLOGY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0	10
*THERAPY	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3	0	3
VOCATNL REHAB.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
T O T A L	192	0	42	20	79	79	60	0	0	0	0	0	0	0	373	99	472
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	11	0	60	0	0	0	0	0	0	0	71	0	71
GENERAL	96	0	0	0	1	23	0	0	0	0	0	0	0	0	97	23	120
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	96	0	36	0	11	56	0	0	0	0	0	0	0	0	143	56	199
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
PSYCHIATRY	0	0	0	0	13	0	0	0	0	0	0	0	0	0	13	0	13
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
PHYSICAL	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE NO. 2 FOR ANN ARBOR, MICHIGAN
NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

TRAINING CONSISTS OF 8 HOURS OR LESS.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AUDIOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
COMMUNCTV DISORD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DENTISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*EDUCATION	78	0	0	0	60	17	0	0	0	0	0	0	0	0	138	17	155
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0	10
*MEDICINE	0	0	0	0	12	0	0	0	0	0	0	0	0	0	12	0	12
NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	6	20	0	0	0	0	0	0	0	0	0	0	6	20	26
*PSYCHOLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VOCATNL REHAB.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	78	0	6	20	82	17	0	0	0	0	0	0	0	0	166	37	203
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	60	0	0	0	0	0	0	0	0	0	60	0	60
GENERAL	38	0	0	0	0	0	0	0	0	0	0	0	0	0	38	0	38
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	40	0	0	0	0	17	0	0	0	0	0	0	0	0	40	17	57
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PSYCHIATRY	0	0	0	0	12	0	0	0	0	0	0	0	0	0	12	0	12
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

INDIVIDUAL TABLE NO. 3 FOR ANN ARBOR, MICHIGAN
NUMBER OF TRAINEES SERVED BY THE UAE EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE, ACADEMIC LEVEL, AND SERVICE LEVEL.

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TRAINING IS INTENSIVE RANGING FROM 9 HOURS TO MORE THAN 300.

DISCIPLINE GROUP	BA		MASTERS		DOCTORATE		POST-DOC		MEDICAL		PARENTS		MIXED		TOTALS		
	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	PRE	IN	DISC
ADMINISTRATION	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0	10
AUDIOLOGY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
BIOCHEMISTRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD DEVELOPMT	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
COMMUNCTV DISORD	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
DENTISTRY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
*EDUCATION	114	0	36	0	23	62	0	0	0	0	0	0	0	0	173	62	235
HOME ECONOMICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LAW	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MATRNL-CHLD HLTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
*MEDICINE	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
NURSING	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
NURSING (LPN)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NUTRITION	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
*PSYCHOLOGY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
RELIGION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SOCIAL WORK	0	0	0	0	10	0	0	0	0	0	0	0	0	0	10	0	10
*THERAPY	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3	0	3
VOCATNL REHAB.	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
T O T A L	114	0	36	0	57	62	0	0	0	0	0	0	0	0	207	62	269
*EDUCATION																	
COUNSELING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EARLY CHILDHD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUC. PSYCHOL	0	0	0	0	11	0	0	0	0	0	0	0	0	0	11	0	11
GENERAL	58	0	0	0	1	23	0	0	0	0	0	0	0	0	59	23	82
HEALTH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHYSICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
READING	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPECIAL	56	0	36	0	11	39	0	0	0	0	0	0	0	0	103	39	142
*MEDICINE																	
GENETICS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NEUROLOGY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OPTOMETRY	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PEDIATRICS	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
PSYCHIATRY	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
*PSYCHOLOGY																	
BEHAVIORAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CHILD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLINICAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GENERAL	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
*THERAPY																	
MUSIC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
OCCUPATIONAL	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
PHYSICAL	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
RECREATIONAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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INDIVIDUAL TABLE FOR ANN ARBOR, MICHIGAN

NUMBER OF TRAINEES SERVED BY THE UAF EDUCATION/SPECIAL EDUCATION DIVISION.
TRAINEES ARE IDENTIFIED BY THEIR DISCIPLINE AND SERVICE LEVEL.
THE TRAINING IS IDENTIFIED BY THE NUMBER OF HOURS SPENT IN TRAINING, AND WHEN TRAINING OCCURS.

DISCIPLINE

CONTACT HOURS		ADMINISTRATION	AUDIOLOGY	BIOCHEMISTRY	CHILD DEVELOPMENT	COMMUNCTV DISORDERS	DENTISTRY	*EDUCATION	HOME ECONOMICS	LAW	MATRNL-CHLD HLTH	*MEDICINE	NURSING	NURSING (LPN)	NUTRITION	*PSYCHOLOGY	RELIGION	SOCIAL WORK	*THERAPY	VOCATNL REHAB
QUARTER																				
0-8	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SEMESTER																				
0-8	PRE	0	0	0	0	0	0	70	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9-20	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	9	0	0	0	0	0	164	0	0	0	0	0	0	0	0	0	9	0	0
	IN	0	0	0	0	0	0	46	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		9	0	0	0	0	0	285	0	0	0	0	0	0	0	0	0	9	0	0
YEAR																				
0-8	PRE	0	0	0	0	0	0	68	0	0	10	12	0	0	6	0	0	0	0	0
	IN	0	0	0	0	0	0	17	0	0	0	0	0	0	20	0	0	0	0	0
9-20	PRE	1	1	0	1	1	1	1	0	0	0	1	1	0	1	1	0	1	2	1
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21-60	PRE	0	0	0	0	1	0	2	0	0	0	1	0	0	0	0	0	0	1	0
	IN	0	0	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0
61-300	PRE	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0
301+	PRE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	IN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SUB-TOTAL		1	1	0	1	2	1	105	0	0	10	14	1	0	27	1	0	1	3	1
UAF TOTAL		10	1	0	1	2	1	390	0	0	10	14	1	0	27	1	0	10	3	1
GRAND TOTAL		472																		

APPENDIX C

Agenda ---------- May 28-29

Sample Feedback Forms (N=11)

Minutes------- May 28-29

Evaluation of Conference

Minutes AUAF Evaluation May 30

Disciplinary and Interdisciplinary Evaluations

Panel ----- May 30

Letter of Commendation from Indiana

SPECIAL EDUCATION EVALUATION PROJECT
FOR UNIVERSITY AFFILIATED FACILITIES

DISSEMINATION -REVIEW CONFERENCE

Atlanta, Georgia
May 28-29, 1973

AGENDA

May 28, 1973

9:00 - 9:10 a.m.	Welcome Introductory comments L. Burrello
9:10 - 9:30 a.m.	Workshop review: Objectives and activities L. Burrello (Collect Feedback #1)
9:30 - 10:30 a.m.	Summary analysis of Special Education Program within UAF's M. Daley, J. Siantz, J. Shrage (Collect Feedback #2)
10:30 - 10:45 a.m.	Coffee Break
10:45 - 11:30 a.m.	Individual analysis of Special Education Programs within UAF's M. Daley, J. Siantz, J. Shrage (Collect Feedback #3)
11:30 - 12:15 p.m.	Discussion and feedback on Data Collection forms. Total group with Project Staff (Collect Feedback #4 and #5)
12:15 - 12:30 p.m.	Summary comments by Workshop Recorders
12:30 - 1:30 p.m.	Lunch
1:30 - 2:45 p.m.	Development of Standard Data Report Forms for Evaluation, Decision Making, Proposals, and Report. M. Daley, J. Siantz (Collect Feedback #6
2:45 - 3:00 p.m.	Summary of First Day's Activities M. Daley

May 29, 1973

8:30 - 10:00 a.m.	Development of Criteria for use by BEH and Field Readers M. Daley, J. Shrage (Collect Feedback #7)
10:00 - 10:15 a.m.	Coffee Break
10:15 - 11:15 a.m.	Potential Utility of Special Education Evaluation Project Data Bank Presentation and Discussion M. Daley, J. Siantz, J. Shrage (Collect Feedback #8 & 9)
11:15 - 12:00 p.m.	Future Consortium Activities for Special Education Program L. Burrello, Clark, (Drs. Aaronson, Whelan) (Collect Feedback #10)
12:00 - 1:30 p.m.	Lunch
1:30 - 3:00 p.m.	Discussion with BEH personnel.
3:00-3:40 p.m.	Recommendations for Future Evaluation Activities L. Burrello, M. Daley (Collect Feedback #11)
3:45 - 4:15 p.m.	Summary of Workshop activities L. Burrello

Special Education Project Staff

Dr. Leonard C. Burrello	Project Director
Dr. Marvin F. Daley	Principal Investigator
Mr. James Siantz	

Name: _____ Representing UAF _____

Feedback Form #1

Comments on History of Evaluation Project

Content

Procedures

MINUTES FROM EVALUATION WORKSHOP

May 28 - 29, 1973
AAMD Convention
Atlanta, Georgia

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Monday, May 28 A.M. Session

Attending the first session were the following:

Bender, John Hopkins University
Mitchell, University of North Carolina
Magary, Childrens Hospital, Los Angeles
Forness, U.C.L.A.
Clark, University of Wisconsin
Rotberg, University of Miami
Hinton, University of Cincinnati
Gardner, University of Tennessee
Cavin, Ohio State University
Stone, University of Oregon
Herron, University of Alabama
Burrello, University of Michigan
Project Staff

Introductions were made at 9:20 a.m. The session started at 9:30 a.m. Dr. Burrello briefly mentioned the evaluation consortium and its previous contributions. He listed the objectives as they were given in the project proposal and then mentioned the objectives agreed upon at the regional meeting in November, calling attention to the help that the regional committee offered in development of the data form, Unit I. Unit I was revised accordingly, and data collection was begun in March. The last two months time was spent in coding the data, punching the key cards, correcting the mistakes on the cards, and programming the data into a retrieval system. Eighteen summary tables were completed. The agenda was discussed, and it was mentioned that participants would have the opportunity to provide feedback in small groups. The Evaluation Workshop packet was described. Dr. Burrello asked if the Program Directors had received their field readers guides from Washington. If not, copies were made available. The question was asked as to whether minutes would be available. It was decided that the minutes would either be included in the final project report as an appendix, or be mailed to the workshop participants.

Dr. Daley discussed evaluation as essential to decision-making in a training program. The UAF regional committee at an earlier meeting had formulated questions in the form of objectives and had suggested that additional questions be asked in order to supply the information they needed to make decisions in their program. Previous consortium rationale was considered valuable as a basis for developing the language used in the data collection forms.

Dr. Daley elaborated that the focus of the project was on training. Three areas might have been included in this evaluation project (i.e., research, clinical services, and training) but the former two were omitted because of constraints on budget and time. It was decided, with the input of the consortium and the regional directors that the focus for this particular evaluation project was training. He labeled the evaluation as an approach focusing on the training of the Special Education Division. He said that data tables resulting from this project should be used by each Program Director for establsihing criteria concerning their programs. In addition, the information should be used for writing proposals, establishing training programs, etc. Unit I was defined as a conceptual framework using the concept of an objective as a unifying structure; data can be gathered at many and various levels: the individual trainee, individual Special Education programming, the total Special Education program in the context of a specific UAF, or in the context of the UAF network and its relationship to the federal government. He discussed the components of an objective, stating that one important component, criteria, was not included because the project personnel were unable to see in the proposals or to gain through the regional committee the bases for specific criteria; therefore that particular dimension was excluded from the data collection forms. Dr. Daley mentioned possible outcomes of the project, one being to establish major dimensions to which criteria could be systematically added. Another outcome could be showing the relationship of a specific UAF program to a common UAF program. Possible uses of the data were mentioned as establishing communication networks between the UAF and the university Special Education divisions, and between the UAF and funding sources. Dr. Burrello mentioned that for years Special Education people have been asking the Bureau for the Education of the Handicapped for criteria which could be used to evaluate UAF's, that Dr. Whelan has been a supportive member of the Bureau, but that no criteria has been forthcoming. Dr. Burrello suggested that the UAF Directors of Special Education might be helpful in suggesting criteria for federal evaluation. He said the major focus of the project was to get a fix or a status quo statement concerning where the programs are in their development. This project was not interested in the product outcome focused on client-patients, but only as the impact target relates to a particular trainee (that is, the client-patient as a function of training). Dr. Clark mentioned that BEH did want number of clients, that official request forms have been sent, and that they were product oriented. Dr. Burrello mentioned that because the focus was on training, this project is concerned with the client-patient only as affected by the trainee.

Dr. Daley then moved on to a discussion of Unit II, indicating "Unit II Summary" contained in the packets. How responses to Unit II might be used to set up instructional programming was mentioned. He pointed out that in reality it contained a very complete guide or checklist which could be used for systematically developing training programs in the UAF's. Further, it could be used to improve communications between the university Special Education Department and the UAF Special Education Divisions.

Other data that could be available in the final report was also mentioned. One is Unit II data specific to a UAF. Dr. Daley mentioned that the purpose of Unit II was twofold: to verify the reliability of the data in Unit I, and to gather information on the social-political context in which the Special Education Division is working. He mentioned that specific site visit interview data would

be available in a final report, and discussed the data bank now in operation based on data from Unit I and Unit II. Dr. Daley then discussed the summary tables in general, the dimensions (the "independent variables") which are included, the number of training programs included (two UAF programs had not completed their data forms), the number of disciplines involved, academic and professional levels, two service levels, the training components, skill and knowledge entries, listing the elements of an objective as divisions of Unit I. Dr. Daley stated that a combination of these variables should allow for programmatic decision-making in Special Education Divisions. He explained that on some tables entries indicate just the presence or absence of a particular variable, but that future tables could consist of numerical data which could be converted to frequency charts, percentage charts, etc. He explained that Unit II was based on a rating scale. He began a discussion of the individual summary tables.

Dr. Rotberg was concerned with Table 1. He stated that the wording "Independent of the college or school" might lead people to believe that the UAF's were autonomous and not responsible to anyone. Dr. Clark agreed. Mr. Shrage suggested rewording "independent" to say something about "administrative responsibility". Dr. Daley pointed out the importance of the UAF context and how it relates to the training objectives, that a medical context might lead to particular priorities and objectives not present in another context. Table II was explained as showing a pattern of training programming concerns for the network of UAF's. It serves as a prompt to lead people to training students of other disciplines such as Communication Media. Dr. Mitchell objected that completion of the form might be a matter of defining "communication media" and the whole semantic problem involved. She mentioned they had communication experts, but it was pointed out to her that this project deals only with student contacts. Dr. Cavin mentioned this, and he said not all disciplines represented in the total UAF are being studied here, but only the contacts that Special Education has with given disciplines. Dr. Rotberg mentioned that Unit I does not reflect potential trainees.

Dr. Daley pointed out the disciplines where training is focused throughout the UAF's: Social Services, Communication Disorders, and Special Education. Dr. Clark pointed out that she would rather the listing be labeled as degrees that are offered, rather than as disciplines, and suggested that such things as Vocational Arts might not be appropriate in this particular table. Magary indicated an addition to the table -- a column indicating program length (i.e., vocational arts, 12-month course). Dr. Burrello suggested that Psychology, which is currently presented by specific subgroup only, be totaled in addition, the total representing all UAF's having any category of Psychology trainees. Dr. Mitchell suggested another division, School Psychology. Dr. Daley mentioned that although the majority of schools are medically oriented, Special Education seems to be training few medical personnel. Dr. Forness said that although they are administratively responsible to the Department of Psychiatry, U.C.L.A. is limited because even the Department of Psychiatry does not branch out into other fields of medicine. Dr. Magary noted as an example that Dentistry is well-represented where Orthopedics is not. But he stated that fellowships are much more available for this type of student. Dr. Daley mentioned that similar patterning occurs on all of the charts which might be useful in developing a total UAF description. Mr. Shrage mentioned the concentration of graduate trainees was in the Master's programs. Dr. Forness suggested that numbers of trainees be listed by discipline in Table 2. The suggestion was made that time distribution for each table, i.e., 1972-73 be included. Dr. Daley mentioned that

finer breakdown was appropriate and the project staff wanted some requests from the Program Directors for information leading to future planning. Dr. Clark suggested labeling academic levels "Masters" rather than "pre-Masters". Dr. Magary suggested regrouping the non-degree people all together. Dr. Cavin mentioned the Special Education programs are focusing on undergraduates. Do the funding sources really want higher level people trained?

Mr. Shrage made a significant point regarding the disciplines of the trainees, stating that these are the characteristics of the trainee, not of the Special Education program. All of these basic Tables 1-6 give trainee characteristics, which might be included in the titles. Table 4 shows that almost half of the trainees spent limited amount of time (0-8 hours) in the UAF's with the exception of several training programs, and that this reflects such things as workshops, orientations, or lectures. Mr. Siantz made the point that numbers are important to the government agencies and so all students should be included when representation of the Total UAF is given. Dr. Daley said that sometimes these one-time contacts may serve an alerting function for Program Directors or be used in awareness training for trainees, but Dr. Rotberg mentioned that there were hundreds of trainees participating in orientation or short workshops, which he did not include in his 0-8 hours, and that he could not really see them as a part of his training program. Dr. Forness indicated that he had completed this section in the same manner. Dr. Herron brought out that indeed it is training; that it is just a different type and intensity of training. Dr. Mitchell suggested that indeed these people are important. Dr. Herron mentioned that his 0-8 hour contacts helped to pressure the University of Alabama to begin a Special Education program. Dr. Daley again pointed out that the table on numbers of students does not allow for a cost effectiveness analysis or a quality analysis. It is numerical data. Dr. Forness stated the difficulty of completing all of the Unit I for the 0-8 hour contacts. Dr. Magary suggested perhaps two tables, one for 0-20 hours, and one for above 20 hours, to be considered a special type of training. Dr. Herron said he had the opportunity to report what form of training it took through the very mechanism of Unit I, that being the elements of an objective, including the setting and what the purpose was for that particular orientation. Dr. Clark emphasized that these numerical data entries should be consistent across the UAF's and that there was a mechanism needed to correct any errors in the number of contact hours such as those reported by U.C.L.A. and the University of Miami. Dr. Cavin again mentioned the fact that these data tables should be taken in light of a given time frame, i.e. 1972-73. Dr. Daley pointed out that Table 6 indicates an emphasis on classrooms, clinics, dayschools, and UAF facilities. Mr. Shrage mentioned the number of community settings and UAF settings that are being used as being impressive. It was mentioned that associations or other agencies often are not housed in a separate facility.

Dr. Daley discussed Table 13, revealing that the same settings used for Special Education were also being used for other disciplines. This data might suggest that new settings be considered when objectives are being written. He showed how one could compare the data tables for Special Education with the data tables for the other disciplines.combined. Table 7 listed the source of the vehicles, that being the proposals the UAF Special Education Directors had written. The question was asked, "What do we mean by simulations?" Dr. Daley answered by saying "Training in programs other than direct training in the activity itself", the use of simulation technology.

Concerning Table 8, Dr. Daley asked "Are the materials that are used infrequently desirable for the particular instruction or the particular training you are using? If so, perhaps the training program should be adjusted somewhat". The materials used most commonly were diagnostic tests, photo equipment, transparencies, textbooks, client-patient folders, case reports, and videotape. It was indicated that lecture and videotape sessions were most common. Dr. Daley also encouraged that in the future, use be made of this data in writing proposals, that staff expertise be developed in the areas of instructional technology, at the same time realizing that monies may not be available for such expansion. Dr. Cavin mentioned the simulation project which had been developed by Ohio State University, but which had not been funded.

Dr. Herron said that he used the same action verbs for all disciplines indicated on Table 9. Dr. Daley pointed out that this language is written on the program level rather than on the individual or instructional level. He mentioned the relation of the action verbs to the training components and asked, "Does the language used sufficiently communicate the objectives which you are trying to achieve?" Dr. Clark asked how the action verb might be used. Dr. Forness answered by asking for a taxonomy of terms, perhaps employing the action verbs that were most frequently used in filling out Unit I data. Dr. Daley indicated that he thought this was a good idea but asked the question about some of the terms that were not used frequently such as "synthesize". Dr. Forness answered by saying he thought Unit I divided the action words according to training component and therefore "synthesize" was to be considered descriptive of research, so he did not check it. Perhaps others did the same thing.

Dr. Daley pointed out that most measures used in the funding proposals involved judgements and that clearly articulated program objectives were not seen representing specific behavioral outcomes. He warned that the Bureau for the Education of the Handicapped is going to expect this criteria in the future. Adding to the idea of professional accountability to the trainee, he stated that trainees should know the expectations and criteria and he suggested again that Program Directors tap the expertise available in the evaluation field. Dr. Herron pointed out that the University of Alabama and Peabody College have developed a pre-post behavioral management inventory and that it is available to anyone who would care to have it. It correlates management with achievement, but it is primarily knowledge-based criteria.

Dr. Daley pointed out how the data in Table II is generalized beyond the training program. Mr. Siantz suggested that numerical entries would allow for reporting more accurately to the Bureau. He said a number rather than just a presence-or-absence entry might be useful. Dr. Magary stated that the social-economic status categories were misleading, suggesting there are other poor than rural.

Monday, May 28 P.M. Session

Present were the following:

Gardner, University of Tennessee
Bender, John Hopkins University
Cavin, Ohio State University
Forness, U.C.L.A.
Rotberg, University of Miami
Magary, Childrens Hospital, Los Angeles
MacCubrey, Children's Hospital Medical Center, Boston
Hinton, University of Cincinnati
Burrello, University of Michigan
Callahan, University of Nebraska
Project Staff

Dr. Daley demonstrated the possible uses of the blank summary tables for generating a total UAF description and also for individual programming. Several people brought out that the table titles need rewording. The question was asked of the Program Directors, "What data information do you want as UAF Special Education Directors?", and it was pointed out by Mr. Siantz, Dr. Daley and Dr. Burrello that there are a number of possible uses and that the generation of data tables is almost unlimited. There are two general uses: one concerns individual programming -- different UAF's may need and want different information; another concerns summary data of a composite UAF for establishing criteria within a given UAF, or for establishing criteria to give to the Bureau for their evaluation. Again it was asked "What information do you want?" The session broke up into small groups at 1:40 p.m. Dr. Sontag and Dr. Aaronson from BEH entered the room while the small groups were in session. The group reassembled and the small groups reported.

The report from the group consisting of Dr. MacCubrey, Dr. Hinton and Ms. Lilly of the project staff: The tables were found to be an asset for what was being done in a particular UAF. How much this would affect change for the total UAF was questioned. Would this help in further developing UAF's? The question was asked that if the UAF objective is interdisciplinary training, it may be difficult to isolate Special Education training. Is this valid for accountability? Secondly, they asked for a clear-cut statement of priorities. "What number of other disciplines should be included in the training program? How many Special Education people should be included?"

The report from the group consisting of Dr. Bender, Dr. Callahan and Ms. McKenna of the project staff: It was stated that Tables 2,33, 4, and 12 have good summary data, which will allos UAF Directors to persuade the power in the university as to its effectiveness. It was suggested that Special Education and the other disciplines be presented on the same table, which could be used for internal programming and evaluation comparisons.

The report from the group comprised of Dr. Gardner, Dr. Rotberg, Dr. Daley Mr. Allers of the project staff: The group found the data meaningful in comparing one UAF with another, and for re-evaluation in a particular area. It was suggested that the tables be made more meaningful and relevant, but it was not specified how this would be accomplished. The group suggested not lumping together the 0-8 hour contacts, but rather defining the types of activities. Dr. Daley suggested that the objectives should define both the activities and the time frame. He also suggested that the data base be corrected, that the criteria for effectiveness be agreed upon, and that the data be compared with the effectiveness.

The report from the group comprised of Dr. Forness, Dr. Magary, Dr. Cavin, Dr. Burrello, and Mr. Siantz of the project staff: The group was concerned with the utility of the tables in the report. They discussed the impact target and the numerical data system, and stated they needed individual tables meeting individual needs, such as a component break-down by disciplines for each center. This was generated as an idea for a new data form. Dr. Burrello then suggested that some of the numerical data needed correction on Unit I, and that it would be done in the week of the convention, or that the Program Directors could take it home and do it. Dr. Forness also suggested that the final report should include the summaries of the individual UAF's along with the individual data forms.

Tuesday, May 29 A.M. Session

Present were:

Dr. Gardner, University of Tennessee
Dr. Bender, John Hopkins University
Dr. Cavin, Ohio State University
Dr. Gillespie, Indiana University
Dr. Rotberg, University of Miami
Dr. Hinton, University of Cincinnati
Dr. Forness, U.C.L.A.
Dr. Stone, University of Oregon
Dr. Magary, Childrens Hospital, Los Angeles
Dr. Clark, University of Wisconsin
Dr. Zadick, Children's Hospital Medical Center, Boston
Dr. Mitchell, University of North Carolina
Dr. Rickert, Utah State University
Dr. Callahan, University of Nebraska
Dr. Burrello, University of Michigan
Project Staff

The first item on the agenda was to review the purpose of Unit II. It was stated that Unit II data could be used to operationalize decision-making and to improve communication between the two responding groups, that is, the UAF and the university. An assignment was given for small groups. They were asked what devices can be used for improving this communication, as both Washington and the regional committee considered this an important item. Dr. Clark questioned the validity of any statistical analysis regarding the two, stating that the sample was too small. Dr. Daley had pointed out that the high number of "don't know" responses might have indicated a lack of communication between the UAF and the university program. Dr. Magary stated that most of us do not have this level of specificity. Dr. Rotberg said, "But if we were supposed to be working together, then we should know what one another is doing". Dr. Clark also questioned the semantic difficulties, saying there were a number of terms that needed to be defined on just one page of Unit II. Dr. Hinton stated that data on the last page might be indicative of the human fatigue factor. Because of the length of the form, those completing Unit II might not have been as thoughtful and accurate on the final sections as they were on the first few pages. Mr. Siantz pointed out that the degree of consensus indicated by this table may not be as strong, for there are gradations in the "yes" and "no" responses which were collapsed in the Unit II summary. Mr. Shrage asked if the discrepancies are consistent within a given UAF. If so, this data could be more statistically significant. Dr. Hinton suggested that the Department Chairman may not be the appropriate person to complete Unit II. Other persons, those assigning students to the UAF, may be more appropriate. Dr. Rotberg also mentioned that the level of specificity was too high, that if a Chairman is satisfied with the program at the UAF, he may not become specifically involved in it. Dr. Clark said that the data indicated a valid statistical analysis of the closeness of the relationships between the university and the UAF, and perhaps this could be given to the Office of Education as data. Mr. Shrage said that perhaps

this Unit II will serve to prompt the University Chairman to become familiar with important questions. He then asked "What are the questions important in your program?". Dr. Daley suggested that the project was only to give some data to evaluate their own program and their own data. Dr. Clark asked what happened to the responses from students and from the Director of Training. Mr. Siantz answered by saying that the students had varying degrees of contact with the Special Education Division. Variance in responses may be a function of contact. When categorized along this dimension the resultant N was too small for formal analysis. Mr. Siantz also said that the Training Director is not a consistent position throughout the UAF's. Variance in responses may be attributed solely to their formal administrative position. This information is still available for incorporation into some type of tabulation.

Mr. Shrage described the summary of the site visit interview form. Dr. Burrello and Mr. Shrage both asked for input as to where the Unit I did not represent the program. They assumed that the information was reliable, but that there might be additional dimensions. Unit I, representing only the first step, might not be a comprehensive representation of the program, but there are some indications as to how Unit I might be used. It might be used in developing future proposal writing and identifying areas not covered in other programs, as well as areas where the UAF does indeed have impact. Dr. Daley again stated that the focus is on training, that service and research are not reflected, and this of course colored some responses on the summary of the site visit interview. Dr. Burrello suggested that an evaluation response might be completed after they do receive the final report from this project. Dr. Clark stated that the frequency of response to Question 5 indicated they were asking for some help on paperwork for their own records and for funding agencies. Mr. Shrage said paperwork involved reporting to the Bureau, but that the other questions were indicative of internal programming. Dr. Burrello said that this is the first data ever collected on what the total UAF Special Education programs are doing. Dr. Clark then asked what the group considered the future of the consortium. She suggested that a group should continue, and not to let this particular item on the agenda be lost.

Mr. Shrage introduced an exercise concerning standard data reporting forms. He stated that the purpose of the forms was to describe training programs in a common way, to save time and efficiency, and to complete the total description on one form. He then discussed the dimensions of the form: the elements of an objective, the inter-behavioral programming, the common training elements -- that is, the level and the disciplines of the students, and the activities they might be involved in. He suggested that this be used for individual programming, or for training-type programming, stating that the information was not all computer treatable. He then explained the elements of an objective. Dr. Burrello stated that it offers a common language for reporting. With regard to impact target, additional information may be useful that is not called for on this particular data form. The project staff stressed using this data form for objective description of program goals.

Assignments were given for the small groups: to work on information not previously included in Unit I, and to complete the standard data form exercise. One group suggested that the word "intervention" be substituted for "treatment", that the word "assessment" be substituted for "diagnosis". They noted that there was a language problem in Unit I in the definition of words; that the labels chosen were too medically oriented. Instead of "additional comments", the words "related descriptives" should be included at the end of the standard data form.

After the group assignments were completed, Dr. Burrello handed out the Field Readers Guide, stating that the Special Projects Field Readers Guides were not available. Dr. Clark then asked how future evaluations and consortium activities might be funded. Dr. Cavin asked if work might begin on an inter-disciplinary model evaluation. Mr. Siantz and Dr. Daley mentioned the complexity involved, and that first of all validity of the model's generalization should be ascertained. Dr. Burrello stated that he thought the form could be generalized to other disciplines, as other disciplines are doing similar activities. He stated that an inter-disciplinary evaluation must begin with disciplinary evaluation.

Long-range objectives for the consortium activities were suggested: One, data collection and activation which was begun this year; two, validation of the data collected; three, treatment efficacy, that is, accountability from an inter-disciplinary aspect involving the trainee's impact on a client-patient. Measuring the client-patient over a long period of time in a classroom environment or placement was suggested. Dr. Forness stated that actually the committee had asked for criteria from this project, but perhaps they were a little naive about evaluation. Dr. Clark stressed that three years had already been spent in preparation for evaluation, and that the current project could be considered only a first step in long-range evaluation programming. Dr. Burrello suggested that a fourth step might include model generalization, and criteria formulation. Dr. Forness asked why the Special Education discipline has to lead the pack in evaluation when Special Education has such difficulty getting funding in the first place. Dr. Magary stated that 1/10 of one percent of the total UAF funding was going to Special Education (whether this was in his particular UAF or across the board was not stated). Dr. Burrello said the reason is that Special Education people are anticipating the accountability issue and its relationship to funding which is going to come from BEH.

Dr. Magary asked if UAF expansion was threatening to the university departments. The group seemed to agree that indeed the UAF's are a threat. Dr. Burrello asked if it would be threatening if this evaluation process was suggested to be generalized to university departments. Dr. Mitchell suggested taking only one element of an objective, i.e., action verb, to begin a model development for generalization within the university at the UAF, with a move toward behavioral objectives. Dr. Burrello stated that a future activity should be a trial meeting in a given UAF: the Director of Training, the Department Chairman and the Program Director of Special Education might meet as part of Step 2 in the future agenda. Dr. Mitchell suggested that perhaps next year the project might include other disciplines. Dr. Magary stated that in a large urban area such as Los Angeles, a Department Chairman may have 50 practicum placements from which to choose; that the UAF is viewed only as one of these many placements

and that the Department Chairman cannot possibly relate to all of them. Dr. Clark suggested that we ask BEH to fund the UAF's Special Education program as a separate entity with its own identity on a more permanent basis. Dr. Burrello suggested that we submit criteria for Washington's evaluation of the program. Dr. Forness stated that the Special Education Directors have never been given any criteria at all from Washington. Dr. Hinton asked if we were moving toward block funding. He said he felt he had been placed under some pressure to go to block funding a couple of years ago and indeed he had. Dr. Magary stated he did not think it was good to do it on a national basis and that it should be made optional, as some UAF's were affiliated with a number of universities. Dr. Clark asked the group if they thought line item funding was imperative. Dr. Magary said this is essential. Dr. Cavin said that we currently have a tenuous relationship with funding sources. Dr. Forness stated again that he wants to know BEH's expectations, and if there is a rationale for current funding procedures. Dr. Burrello asked for a group consensus concerning a discourse with the Bureau. Dr. Clark suggested that the group should take a firm stance. The indication was that the group favored this strategy.

Tuesday, May 29 P.M. Session

Present were:

Clark, University of Wisconsin
MacCubrey, Children's Hospital Medical Center, Boston
Stone, University of Oregon
Cavin, Ohio State University
Bender, John Hopkins University
Rickert, Utah State University
Mitchell, University of North Carolina
Rotberg, University of Miami
Hinton, University of Cincinnati
Magary, Childrens Hospital, Los Angeles
Gardner, University of Tennessee
Gillespie, Indiana University
Patterson, University of North Carolina
Burrello, University of Michigan
Aaronson, Bureau of Education for the Handicapped
Project Staff

Dr. Burrello brought Dr. Aaronson up to date on the project, and the floor was opened for discussion It was stated that the purpose of this project was to generate some quantitative data, but that it was not intended to be product outcome data. Dr. Aaronson stated that quantitative data was needed on trainees and impact target. Dr. Burrello asked him to respond to the past three years of evaluation effort. Dr. Aaronson responded to the work as a foundation for re-application for funding. He spoke of the bureaucracy and stated that if the project merits funds it will be funded. Dr. Burrello asked him to commit himself personally.
Dr. Aaronson stated that he was an advocate of the UAF programs, but that he could not commit himself further with regard to funding. He spoke of himself of a liaison between the bureaucracy and the UAF. He spoke of fair independent readers to review the proposal. Dr. Clark suggested that since the selection of field readers was not random, perhaps he would be of help here. Dr. Aaronson stated that he would try to hand pick three people who have identity with UAF programs, that is, who are familiar with the UAF concept--and that he would follow up with phone calls.
Dr. Burrello asked how the final report might be used. He spoke of the tenuous nature of the relationship, and if this grant helped to promote a more stable relationship between the UAF and the Bureau. Dr. Burrello also asked for criteria to be sent to field readers in evaluating proposals and projects. Dr. Aaronson claimed that he could do more through a phone call. Dr. Cavin suggested a descriptive narrative for readers to begin with before reading a proposal. Dr. Aaronson said that this might be possible if used consistently for all proposals. Dr. Burrello asked if such a statement might be prepared. Dr. Aaronson agreed to prepare it mutually with UAF people, to be processed through the bureaucracy. The narrative is to be concerned with long-range planning, not just the consortium or evaluation. Dr. Burrello asked if Special Education might not be considered as a distinct program rather than a special project. Dr. Aaronson stated that the bureaucracy doesn't understand UAF's,

and that there are a number of service agencies who are probably utilizing money just as wisely. Dr. Burrello asked if any other group had taken on a self-examination across universities. Dr. Aaronson responded, "Not to my knowledge". Dr. Burrello spoke of the cohesiveness and the cooperative nature of the Special Education UAF group. Dr. Cavin asked how visibility might be gained at the Bureaucracy and who might be able to help. Dr. Aaronson stated that things today are different because there is no higher level of commitment for legislative implementation and priorities, and that he does not know anyone who would take on the responsibility. He suggested that we first be certain to keep what we've got. Dr. Burrello asked, "Is the Bureau aware of the UAF?" Dr. Aaronson stated yes. Dr. Hinton suggested that the basis of the rationale for this Special Education Evaluation Project was three fold: 1) the personnel changes in government 2) the information could be used for evaluating proposals submitted, and 3) the Bureau did not have data on the activities of the UAF. Dr. Hinton asked, "Do you intend to use the evaluation for these purposes?" Dr. Aaronson answered that fundamentally, it is of a bureaucratic nature. Dr. Hinton asked, "Will you use my data to evaluate my future proposals?" Dr. Aaronson said yes. Dr. Hinton asked, "Do you see it useful as a leverage of future expansion of funding?". Dr. Aaronson replied only in number of kids served. Dr. Clark said that we are doing this at the request of BEH on our own, in addition to all our other responsibilities. Dr. Aaronson suggested that it is a reflection of priorities. Dr. Burrello suggested that the long-term pay-off meant evaluation. We were asked to do this to provide data, not produce evaluation. Dr. Aaronson stated that he would forward the data information received on to the Bureau, and that is all that he could do.

Dr. Aaronson suggested a symposium, composed of just BEH administrators interacting with UAF representatives to "let you speak for yourself" in the early fall. Dr. Cavin asked for the format. Dr. Aaronson suggested a general discussion of the consortium, a brief history concerning the model program, the problematic, the program officers. He stated that this should be a loosely knit, very brief agenda: one hour for the presentation, one hour for the discussion and questions, and perhaps something might be added concerning future planning. Dr. Mitchell asked if it would be useful to have the ideas for potential proposals at that time. Dr. Aaronson stated it was up to the group. Dr. Burrello asked about the regional committee. He asked for the O.K. from the Program Directors. The following people are to be a part of this symposium with BEH: Forness, Hinton, Rotberg, Clark, Cavin, Burrello, and Guthrie, with input feedback from all Program Directors. Dr. Burrello assumed responsibility for this meeting. Dr. Clark suggested that Dr. Aaronson, by suggesting this meeting, might be funding such trips. Dr. Aaronson said he did not know. Dr. Aaronson then gave a brief history that he volunteered for this responsibility as an advocate of the UAF. Dr. Burrello then asked if cuts are restored and money becomes looser, will we get the money back. Dr. Aaronson stated of course. Dr. Burrello asked if the funds go to the lowest level of the funding program. Dr. Aaronson said that would be a natural thing. Dr. Clark reminded Dr. Burrello that he was speaking for himself. Dr. Burrello responded yes he was. Dr. Cavin asked if he was asking the group to decide on funding priority requests. Dr. Burrello asked for a show of hands. Dr. Clark maintained that a new agenda item could not be moved now -- it needed discussion. Dr. Hinton seconded the

motion to get it on the floor for discussion. Dr. Cavin said that he hated to see one of the programs fall for he felt that the whole goes down with the pieces of the UAF network. Dr. Mitchell suggested that they would be restored 15% across the board just as they had been cut across the board. Dr. Aaronson stated that this was probably right. It was decided that the meeting would end as Dr. Whalen had not come in due to flight delays.

Appendix: Letter sent to Special Education Program Directors following Evaluation Workshop at AAMD Convention.

SPECIAL EDUCATION EVALUATION PROJECT
FOR UNIVERSITY AFFILIATED FACILITIES

Dissemination - Review Conference
Atlanta, Georgia
May 28-29, 1973

EVALUATION QUESTIONNAIRE

Name _____

Date _____

Please answer each of the items below by placing an (x) in the continuum 1 through 5.

1) This conference provided a lot of practical information

No					Yes
		1	3	8	2
1	2	2½	3	4	5

2) The exchange of ideas and information was:

poor					Excellent
		3	10	1	
1	2	3	4	5	

3) The length of the sessions were:

Too short					Too long
		8	1	2	1
1	2	3	3½	4	5

4) Material covered in the program was:

Too Elementary					Too sophisticated
		14			
1	2	3	4	5	

5) Was there enough time at the conference to cover the materials?

Not enough time					Enough time
	3	3	4	4	
1	2	3	4	5	

6) Were there enough breaks?

Not enough breaks					enough breaks
1		3	2	8	
1	2	3	4	5	

(7) How well were your problems dealt with?

Poorly					Very well
___	___	4	6	4	
1	2	3	4	5	

8) How well were your expectations filled?

Not at all					Very well
___	___	7	5	2	
1	2	3	4	5	

9) The general discussions (with everyone together were:

Poor					Excellent
___	___	1	11	2	
1	2	3	4	5	

10) The small group discussions were:

poor					Excellent
1	___	1	8	4	
1	2	3	4	5	

11) Will the information presented at this conference help you in:

(a) Preparation of your progress report(s):

Not at all					Very much
___	1	2	5	6	
1	2	3	4	5	

(b) Preparation of future proposals

Not at all					Very much
___	1	3	5	5	
1	2	3	4	5	

(c) Determining training priorities within your training component:

Not at all					very much
___	3	5	2	4	
1	2	3	4	5	

(d) Determining how your program meets the Bureau for the Education of the Handicapped training priorities:

Not at all					very much
___	3	4	3	3	
1	2	3	4	5	

(e) Determining priorities for your component and its relationship to the University Training Program.

BEST COPY AVAILABLE

Not at all ___ 5 2 5 2 Very much
1 2 3 4 5

(f) Determining your training priorities with respect to state and local and/or regional needs.

Not at all 1 5 3 4 1 Very much
1 2 3 4 5

Please provide a comment or answer to each of the items below:

12) What did you hope to get out of the conference?

data, profile status of UAF, indication of BEH support, next step

13) What was the most useful topic discussed at the conference?

Profile data (summaries), individual data sheets, next steps, utilization of Special Ed. Evaluation, summarization of data, need for evaluation of Standard Report form, Aaronson discussion, no particular item

14) What suggestions do you have for the subject matter of a future, similar conference: utilization of UAF by the Consortium, utilization of the data by BEH, next phase validation, summary data, scope of UAF Spec. Ed. affects on training, further refinement, quality evaluation, no similar one needed, the development of progress report system and data bank developed.

15) What use, if any, do you plan to make of the materials from this conference?

Share with Sp. Ed. Depts, use as an example of university wide evaluation activities help organize report writing, help organize proposal writing, help organize complete data collection, progress reports, help establish training priorities, other data for reports, discuss with "significant others", feedback to UAF and university personnel to identify strengths and weaknesses.

16) What problems should the Special Education Evaluation Project continue to work on? refining and operationalizing data collection system sharing of update data, how to evaluate professional competencies, elaborate on data perimeters, gather data, and clear up forms, activate data bank for eval., validation of output measures, summarizations, product outcome evaluations, trainee evaluation, model for qualifying evaluation.

17) What recommendations should the Special Education Evaluation Project emphasize? means of communication in UAF, work with University and UAF, continue work on data bank for product evaluation, continuation of UAF activities of Consortium, Need to extend evaluation programs, capitalize on initial development momentum , utilize data, need for continuation of support.

UNIVERSITY AFFILIATED CLINICAL PROGRAM FOR THE MENTALLY RETARDED

JACK H. RUBINSTEIN, M.D.
Director

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CINCINNATI, OHIO 45229
TELEPHONE 221-8282

July 9, 1973

TO: Members of the Evaluation Committee of the Association of University Affiliated Facilities

FROM: Jack H. Rubinstein,M.D., Chairman

RE: Report of Committee

. On Wednesday 5/30/73 a Committee meeting was held from 8:30-10:00 A.M. in the El Greco Room of the Regency Hyatt Hotel during the AAMD meeting in Atlanta Georgia. Committee members present (those that signed in) included, A.R. Hartgrove, H.G. Schulte, M.C. Schultz, J.M. Throne, and J.H. Rubinstein. Others present included L. Rex Ehling (MCHS), T.A. Mayeda (AUAF Consultant), R.P. McNeill (AUAF), L.C. Burrello (U. Michigan), M.F. Daley (U. Michigan), D. Cavin (O.S.U.), J. Smith (U. Oregan), I. Emanuel (U. Washington) R.B. Jordan (U. Tennessee).

.. Mr. Mayeda summarized his report on Data Collection and Utilization in University Affiliated Facilities which he has just completed.

The report consists of four parts:
(I) Introduction and Administrative Recommendations
(II) Results of Four Data Surveys
(III) Details of Proposed System
(IV) Utilization of Data and Special Studies

.. Mr. Mayeda suggested that clearly printed copies of the report be prepared (including printing of data sheets on double pages) and sent to all UAF Directors, Administrators, Data Coordinators, and Department Chiefs (and to members of the Evaluation Committee)

.. He pointed out that the report represented a Systems Model. The present format for Goal Attainment Models could be served by superimposing goals on the system model.

.. There are many other areas that are not dealt with by the present data system. The most obvious and important includes the evaluation of the effectiveness of the training and services rendered by the UAFs; however, this would fall in the domain of"special studies"that could be carried out on a sample basis by one or several UAFs.

.. Data must still be obtained on the follow-up of trainees. This might include placement data, information on skills and knowledge attained, and changes in trainee attitudes. The placement data might be obtained from all UAFs; however the latter two areas might best be handled as special studies.

.. It must be stressed that the data obtained by Mr Mayeda represented a first attempt and the figures cannot be taken as absolute fact. There may be many errors tue to misunderstanding of terms or directions. There

is still the need to be certain that all definitions and methodologies in collecting information are completely clear and understood by all Data Coordinators

- The UAFs are still plagued by the multiple demands for data and information (often-times all different or in significantly different format) that come from national, regional, state and local agencies including funding sources, as well as self-generated projects of various professional disciplines and students. Every attempt should be made to reduce this to a minimum and to classify which requests are "official" and require accurate response.

- One recent area of confusion has arisen regarding the MCHS Mental Retardation Clinic Services Report. As the members of the Evaluation Committee are aware, the Committee, originally at the request of HSMHA-MCHS, revised the form and the manual, and this revision was approved by the participants of the meeting of 11/15/72, in Rockville, Maryland. Copies of the revised Report form were included by Mr. Mayeda in his fourth data survey packet so the UAFs might gear up to respond to the revised form. It was understood that MCHS would be utilizing the form as soon as they obtained the required approval. The old forms were circulated by MCHS to gather 1972-1973 service statistics. In addition, MCHS Division of Research has just sent out a revised form for 1973-1974; however, the revision is not that approved at the meeting of 11/15/72. It does utilize the new AAMD Classification which was not available to us in 1972. The other changes that were desperately needed appeared never to have been considered. When the form arrived last week, I called Mr. Hormuth and he is checking into the matter. (The problem is further compounded by HSMHA being in the throes of reorganization). How all of this confusion will be resolved is unclear.

- Drs. Burello and Daley have gathered evaluation data on the Special Education Training components within the UAFs.

  - In that study, information was obtained not only on the numbers, levels, and contact hours of trainees in Special Education in the UAFs, but also on details of their training programs.
  - Because of the time and effort that has been expended in the Special Education study, and to avoid the proliferation of different systems by different disciplines, Dr Burrello was requested to explore the possibility of utilizing their format with the other disciplines. This will be attempted on a limited trial basis through the AUAF Interdisciplinary Council.
  - Dr. Burrello also met with Mr. Mayeda to see whether there was any need to clarify terms (e.g. if different terms were used by Mayeda and by Burello to mean the same thing, then agreement should be reached on one term).
  - Copies of correspondence with Dr. Burrello is attached, and, as you can see, it is hoped that a joint meeting can be held at the AUAF meeting in Los Angeles to review the results of the trial run by the other disciplines.

. It is imperative that each member of the Evaluation Committee review with their Data Coordinator the data form used by Mr. Mayeda to make certain that each term used and question asked is completely clear and is not in need of further definition. Please send in to Mr. Robert P. McNeil, AUAF Executive Director statements or suggestions about any term or questions in the Four Data Surveys that are at all ambiguous.

UNIVERSITY AFFILIATED CLINICAL PROGRAM FOR THE MENTALLY RETARDED

JACK H. RUBINSTEIN, M.D.
Director

295 ERKENBRECHER AVENUE
CINCINNATI, OHIO 45229
TELEPHONE 221-8282

June 29, 1973

Leonard C. Burrello, Ed.D.
Program Director for Special Education
Institute for the Study of Mental
Retardation and Related Disabilities
The University of Michigan
130 South First Street
Ann Arbor, Michigan 48108

Dear Dr. Burrello:

I have just discussed your letter of June 11, 1973 with Drs. Wohl and Hinton and was most pleased with the steps that you and the Interdisciplinary Council have taken regarding the Special Education Evaluation Project and its trial run with other disciplines.

Since you mentioned in your last paragraph the desire for the AUAF Evaluation Committee to endorse this activity and since you mentioned that Dr. Wohl will prepare the cover letter for the pilot study, I suggest that,if its agreeable with you, this cover letter requesting (?demanding) the Council members to complete the forms be cosigned by Dr. Wohl and by me.

I believe that it would also be useful to have a combination meeting at the Los Angeles meeting of the Evaluation Committee and the Interdisciplinary Council in order to review the findings of the trial run.

I would also suggest that copies of the trial run forms and the cover letter be also sent to the directors of the UAFs that have Council representatives who will be participating in the trial run in order to add the strong support and encouragement of the directors for maximum reply during the trial run endeavor.

Please let me know if these suggestions are agreeable with you. Thank you so much for your cooperation and interest.

Sincerely yours,

Jack H. Rubinstein, M.D.
Director

JHR/clh

Affiliated with
UNIVERSITY OF CINCINNATI, CHILDREN'S HOSPITAL AND INSTITUTE FOR DEVELOPMENT RESEARCH

INSTITUTE FOR THE STUDY OF MENTAL RETARDATION
AND RELATED DISABILITIES

ISMRRD

The University of Michigan
130 South First Street
Ann Arbor, Michigan 48108

June 11, 1973

Jack H. Rubinstein, M.D.
Director
University Affiliated Clinical Program
for the Mentally Retarded
295 Erkenbrecher Avenue
Cincinnati, Ohio 45229

Dear Dr. Rubenstein:

Thank you very much for your note and your attempt to get back to me on Wednesday in Atlanta. I returned your call the following morning and was told that you had already checked out.

I do appreciate your note and your interest in seeing what did occur. I did take up your suggestion with the Interdisciplinary Council. During the Friday meeting the following was decided. The Council will support the pilot testing of the Special Education Evaluation Project forms. They will test the format with regard to its appropriateness to other disciplines. The major point is that this action is an attempt to help each discipline develop a contextual evaluation for its training programs.

We will be asking each Council member to complete a much abbreviated form in contrast to what our Special Educators completed for the project. They will be asked to describe the training programs they have for specific academic levels of their students or trainees, and a general description of the training they give Special Education trainees regardless of academic level.

We will, upon completion of our final report in midsummer, act upon the decision of the Council. We will send a package containing a revised set of directions and appropriate forms to the disciplinary representatives on the Council for their completion. We will do an analysis, presenting our findings at the October meeting so that the Council can outline its next steps.

I should also add that before our Interdisciplinary Panel presentation on Wednesday afternoon, Dr. Daley and I had an opportunity over lunch to discuss with Dr. Mayeda some of his comments about our project and his concerns about our data. At that time he did indicate to Dr. Daley that our data was at least as reliable as his. But more importantly, I think, we did get a sense of perspective in terms of the relationship of our project to Dr. Mayeda's. Using his terminology, ours is more in the special project category which he indicated in his closing comments at the panel presentation. His is an evaluation with a level of specificity designed to

(cont.)

Telephone 313/763-3171

SNR, Hunter + Wohl

achieve ultimate changes in program statements. Dr. Mayeda indicated that there was a need for this type of data. We will be sending him final copies of our data.

You were concerned about the question of definitions. To a certain extent this can be accomplished through the mails. We have sent Dr. Mayeda all of our materials. If there is a special meeting of the evaluation committee before Los Angeles where we can get together and spend more time with this, we will at your request, certainly, call him and discuss this further before we distribute our final report.

Returning to our activities with the Council, Ted Wohl, who is now Chairman of the Interdisciplinary Council and on your staff, agreed to discuss this action in some depth with you. As I understand it, he will prepare a cover letter for the Council members. From our point of view, the pilot study is the most logical move because we are aware that most of our disciplines have not taken the time to develop a statement of program which is easily subject to evaluation. A standardization of reporting format is imperative in terms of evaluating interdisciplinary programming.

I am enclosing a letter we received from an observer who attended the Interdisciplinary panel presentation. We are presenting this as what we like to think is an objective comment about the project.

If you feel this activity with the Council warrants your attention as Chairman of the Standing Committee on Evaluation of the Association, I certainly think it would help if you endorsed this activity. Once we have our materials together and you have had a chance to review them, let's discuss your endorsement again.

Sincerely yours,

Leonard C. Burrello, Ed.D.
Program Director for Special Education

kr

INSTITUTE FOR THE STUDY OF MENTAL RETARDATION
AND RELATED DISABILITIES

ISMRRD

The University of Michigan
130 South First Street
Ann Arbor, Michigan 48108

June 12, 1973

JUN 18 1973

Dr. Tadashi A. Mayeda
234 Arnsley Square
Ontario, California 91762

Dear Dr. Mayeda:

We are pleased that we had the opportunity to discuss our evaluation project with you over lunch in Atlanta. Each of us appreciate the scope of the potential data that could have been collected, and each of us chose different areas of focus. Our primary interest was training program development. Our major data collection instrument prompted the respondents to organize their training program in the format of an instructional objective.

Judging from your closing comments at the Evaluation Panel, you indicate the need for detailed disciplinary evaluations. I believe that you understand the nature of our project. I believe we both feel that there is a need to coordinate our specialized evaluations.

I should also add that during our stay in Atlanta, the Interdisciplinary Council decided to aid our project in a pilot study. Each member of the Council will complete our data collection instrument entitled Unit I. They will enter data describing the training program for students from their respective disciplines. In addition, they will complete a set of forms describing the training they give to Special Education students.

Their first task will aid us in the modification of our format with regard to particular disciplines. The information they give us concerning Special Education students will provide us with additional information leading to refined methods of collecting data of an interdisciplinary nature.

The Council's decision was very much in keeping with Dr. Rubenstein's suggestion to coordinate disciplinary evaluations. The next logical step is to coordinate more closely our activities with your project. I'm sure Dr. Rubenstein would support this improved coordination.

As a step in establishing a, hopefully, continuing dialogue, we are sending materials which will give you supplementary information concerning our project. I believe we have previously forwarded some of our materials. The package accompanying this letter is the most current information.

(cont.)

Telephone 313/763-3171

Enclosed is one section of our data collection instrument (Unit I). Unit I is composed entirely of duplicate sections. Each section corresponds to the training program for one academic level for a particular discipline. This is the format that, with minor modifications, will be used by the Interdisciplinary Council.

Our second form, Unit II, has two purposes: to verify the reliability of the data in Unit I, and to define the social-political context in which training occurs. The latter point results from the fact that three administrators per locale completed this form: the Special Education Training Director, the person at the next higher level of administration involved in training coordination at the UAF, and the University Special Education Department Chairman.

Additional information concerning the social-political context was also collected through interviews. A sample summary has been included in your package.

We have also enclosed materials distributed to the Special Education Program Directors in Atlanta. They include a tabulation of responses to selected interview questions; the workshop agenda, the workshop evaluation questionnaire, and a copy of the project history.

We are currently in the process of completing our analysis of the data, and are well into our writing of the final report.

I am planning a trip to California the week of July 16th, and would hope to meet with you at the end of that week. I will contact you by phone for further details. If you have any questions concerning the materials we have sent, do not hesitate to write.

Sincerely,

Leonard C. Burrello
Program Director for Special Education

kr

Enclosures:

(1) set of Unit I forms
(1) Unit II
(1) Interview Summary
(1) table of responses to select items
(1) workshop agenda
(1) workshop evaluation questionnaire
(1) copy of Project History

✓cc: Dr. J. Rubenstein

DISCIPLINARY AND INTERDISCIPLINARY EVALUATIONS IN UAF's

Panel
AAMD Convention
Hyatt Regency Atlanta
Atlanta, Georgia
May 30, 1973
1:30 - 3:00 p.m.

I. OBJECTIVES FOR THIS SESSION

1. To provide for the general membership information regarding the status of disciplinary evaluation in UAF's in order to illustrate the various approaches to disciplinary evaluation that are currently employed for evaluating selected disciplines.

2. To identify that common elements in disciplinary evaluation that can be appropriately utilized in other disciplinary evaluation.

3. To report and identify issues regarding interdisciplinary evaluations as exemplified by a private evaluation study involving three disciplines.

4. To summarize and note the implications of disciplinary evaluation as it relates to interdisciplinary evaluation.

5. To provide information regarding the results of the administrative study of the organization and structure of UAF's as conducted by the Association of University Affiliated Centers.

II. PANELISTS

1. Dr. Calvin Knobelock, Principal Investigator, Institute of Speech and Hearing Sciences, University of North Carolina
"Evaluating Speech and Hearing Components in UAF's"

2. Marian Chase, Project Director, Nisonger Center, Ohio State University,
"Descriptive Evaluation of the Family-Centered Practicuum"

3. Dr. Marvin Daley, Principal Investigator and Research Associate, Institute for the Study of Mental Retardation and Related Disabilities
"Evaluation of Interdisciplinary Training Programs in Special Education at UAF's"

4. Tadashi A. Mayeda, Principal Investigator, Consultant AUAF
"Review and Assessment of UAF's"

5. Dr. Arnold J. Capute, John F. Kennedy Institute, Baltimore, Maryland presenting an evaluation by Dr. Geoffrey Woo-Ming of the Nisonger Center of Ohio State University.

II SUMMARY OF EVALUATIONS BEING UNDERTAKEN

A. Title of Project: Evaluating Speech and Hearing Components in UAF's
Principal Investigator: F. X. Calvin Knobeloch, Ph.D.
Department: Institute of Speech and Hearing Sciences
University of North Carolina
Chapel Hill, North Carolina

Description of Project: The ultimate objective of this proposal is to establish a procedure for the evaluation of the effectiveness and efficiency of the speech and hearing components currently in operation in the system of University Affiliated Training Programs. In order to achieve the stated purpose it is proposed to organize a working group of professionals representing the major elements involved in training speech and hearing personnel. The program objective of the working group will be to produce a strategy for evaluation which can be applied to various programs, taking into account their similarities and differences. The implementation of the evaluation package which will evolve for this proposal will necessitate the formulation of another working group or task force.

Evaluation will be formulated from the following data:

1. Data regarding present and contemplated evaluative procedures for the individual programs.
2. Data from individual UAF's regarding evaluation of interdisciplinary training.
3. Data from local consumers evaluating the UAF product.
4. Data from UAF trainees evaluating speech and hearing.
5. Data from UAF administrators regarding costs of training components.

B. Title of Project: Descriptive Evaluation of the Family-Centered Practicuum -- Developmental Disabilities
Principal Investigators: Marian Chase
Department: The Nisonger Center
Ohio State University
Columbus, Ohio

(cont.)

II. SUMMARY OF EVALUATIONS BEING UNDERTAKEN

B. Title of Project: Descriptive Evaluation of the Family-Centered Practicuum -- Developmental Disabilities (cont.)

Description of Project: The goals of the original FCPDD Project are: (1) to give students the experience of dealing with children who have a developmental disability, (2) to assist students in their professional training, and (3) to expose students to the home environment of the developmentally disabled child.

Primarily, three disciplines are involved with the project -- medical dietetics, occupational therapy and physical therapy. Staff within these disciplines also interact with several departments of the Ohio State University, the Community Health Care Services Division of the Columbus Health Department, and other community agencies. This interaction involves referral of clients to the project, assignment of students within the three allied medical professions of the project, and the use of community agencies in providing training experiences to students and service for FCPDD clients.

The evaluation objectives of this project include:

1. To provide continuous monitoring and feedback of project activities.
2. To consider training activities.
3. To document the number of mental retardation cases identified and served.
4. To describe the students' training experiences.
5. To present student evaluation of training experiences.
6. To present family evaluation of service received.
7. To consider community assumption of responsibility for care of clients discharged from the project.

Categories of data collected include client service, student training and evaluation, staff consultation, community agency interaction, university relations, report writing, professional development and project planning. Staff were requested to record the number of hours involved in each category.

II. SUMMARY OF EVALUATIONS BEING UNDERTAKEN

C. Title of Project: Special Education Evaluation at UAF's
Principal Investigator: Dr. Marvin Daley
Department: Institute for the Study of Mental Retardation and Related Disabilities
University of Michigan
Ann Arbor, Michigan

Description of Project: This evaluation project was designed to provide a common knowledge base on which program directors of UAF's can redefine their goals and objectives and thereby improve their program, and to aid the Bureau of Education for the Handicapped in making the present and future funding decisions concerning UAF's. This process can be further simplified into three tasks:

1. To develop a format which describes the present status of each individual UAF program and presents quantified data for all programs to each Program Director.
2. To develop a scheme for evaluating each program by the data gathered as a result of data collection forms and site visitations.
3. To identify possible future individual and cooperative programs for UAF's.
4. To develop and implement an instructional package to facilitate UAF Program Directors' program development.

The project staff has conducted site visitations at each of the eighteen UAF's. They have interviewed UAF staff and students as well as University administrators to determine the kinds of training conducted in each facility.

D. Title of Project: Review and Assessment of UAF's
Principal Investigator: Tadashi A. Mayeda
Department: Conducted for AUAF

Description of Project: The Association of University Affilliated Facilities had retained Mr. Tadashi A. Mayeda as a consultant for the purpose of initiating an evaluation of the UAF's. Mr. Mayeda has begun with a series of questionnaires sent to each UAF asking for descrip-

(cont.)

D. Title of Project: Review and Assessment of UAF's

Description of Project: (cont.)

tive data, including organization, staffs, physical facilities, case loads, trainee output, and financing. From this data, a clearer picture can be derived of what the UAF's presently are doing, which will then make it possible to design and implement the evaluation process for them.

Simultaneously, and independently, a pilot project is being planned to compare a selected sample of UAF trainees with a matched sample of trainees without UAF experience to see what differences, if any, distinguish the two groups. This pilot project is being planned and conducted at the University of Kansas Center for the Mentally Retarded, in Lawrence, Kansas, by Dr. John M. Throne.

INDIANA UNIVERSITY HOSPITALS
University • Robert W. Long • William H. Coleman • James Whitcomb Riley
1100 WEST MICHIGAN STREET • INDIANAPOLIS, INDIANA 46202

JAMES WHITCOMB RILEY HOSPITAL FOR CHILDREN
CHILD DEVELOPMENT CENTER

(317) 264-4464

June 5, 1973

Dr. Marvin Daley
Principal Investigator and
Research Associate
Institute for the Study of
Mental Retardation and
Related Disabilities
611 Church Street
Ann Arbor, MI 48104

BEST COPY AVAILABLE

Dear Doctor Daley:

I was most impressed with your presentation at the UAF meeting on evaluation in Atlanta. Although we are not funded through BEH and, therefore, presumably are not included in your study, I am wondering if it would be possible to obtain a copy of the evaluative protocol which you have developed.

I share Dr. Rubinstein's feeling that your evaluative schema might be useful in other than the special education context.

Once again, I thought it was superbly done. Thank you in advance for any portion which you may be able to share with us.

Sincerely yours,

Sterling D. Garrard

Sterling D. Garrard, M.D., Director
Riley Child Development Center

vls

INDIANA UNIVERSITY-PURDUE UNIVERSITY AT INDIANAPOLIS • School of Medicine • School of Nursing • School of Dentistry • University Hospitals
Graduate School of Social Service • Indianapolis Law School • Herron School of Art • Normal College/AGU • 38th Street Campus • Downtown Campus

APPENDIX D

Individual Trainee Data Record

Exercises for Instructional Objective Preparation

SPECIAL EDUCATION EVALUATION PROJECT
FOR UNIVERSITY AFFILIATED FACILITIES

Standard Data Reporting Form:
Individual Instructional Objective

BEST COPY AVAILABLE

TRAINEE:

1. Name: _____

2. Address: _____

3. Phone: _____ Soc. Sec. No. _____

4. Academic Level: ____Undergraduate ____Masters ____Post-Masters

   ____Other: _____

5. Discipline: _____ Code No. _____

6. Time in Training: A) Number of Contact Hours: _____

   B) Academic Period: ____Quarter ____Semester ____Year

7. Type of Activity: ____Pre-service ____In-service

8. Supervisor's Position and Affiliation: _____

9. Training Component(s): ____Diagnosis ____Prescription ____Treatment

   ____Consultation ____Instructional Technology ____Research

10. Type of Behavior: ____Knowledge ____Skill

11. Setting(s): _____

12. Instructional Vehicle(s): _____

13. Instructional Material(s) _____

14. Action Verb(s): _____

15. Measure(s): _____

16. Criteria: _____

_____

17. Impact Target(s): _____

18. Additional Comments: _____

_____

_____

_____

SPECIAL EDUCATION EVALUATION PROJECT
FOR UNIVERSITY AFFILIATED FACILITIES

Dissemination-Review Conference
Atlanta, Georgia
May 28-29, 1973

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Exercises for Instructional Objective Preparation

These exercises are designed to assist you in the development and preparation of instructional objectives. The following pages each contain an "example" instructional objective; your task is to locate the elements of that objective, and to write in each element on the appropriate line below the objective.

Please complete these exercises in the sequence described below:

1. First, attempt to locate the elements for each objective; write in each element on the appropriate line.

   IMPORTANT: If an objective does not identify or accurately describe a particular element, leave the line for that element blank.

   After completing each problem, check your responses and make any necessary corrections. Then go on to the next objective.

2. After completing all the problems and checking your responses, go back to each objective which has missing elements, and for each of these missing elements generate your own.

3. Finally, prepare a complete instructional objective of your choice, using the form on page 10. (It may be easier to define each element first, and then to write out the complete objective in narrative form.) You may wish to evaluate the adequacy of your objective by completing the checklist on page 11.

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INSTRUCTIONAL OBJECTIVE 1

Post-Masters level personnel in general education, vocational education, and counseling will participate in a one-semester in-service training program designed to improve their knowledge and skills in the consultation of mentally retarded young adults. Each trainee will have a total of approximately forty contact hours in the program, which will be conducted and supervised by an Associate Professor of Education from the University Department of Education.

Training sessions will be held in University classrooms, UAF conference rooms, and will include visits to local child guidance service centers, clinics, and day schools. Instruction will be provided through workshops, seminars, lectures, and demonstrations. Materials used will include reports published by local schools, clinics, and agencies which provide resources for mentally retarded young adults, client/patient records, and journal articles.

The trainee will demonstrate successful completion of the program by submitting a written report which (a) describes the needs of at least five mentally retarded clients, and (b) identifies available community resources to meet these needs. Reports will be judged either "satisfactory" (indicating successful completion of the program) or "unsatisfactory" (indicating unsuccessful completion of the program).

ELEMENTS OF THE OBJECTIVE

1. Trainee - Academic Level: _____
2. Trainee - Discipline: _____
3. Trainee - Number of Contact Hours: _____ Per: _____
4. Trainee - Type of Activity (Pre-service or In-service): _____
5. Trainee - Supervisor's Position and Affiliation: _____

   _____
6. Training Component(s): _____
7. Type of Behavior (Knowledge and/or Skill): _____
8. Conditions - Setting(s): _____
9. Conditions - Instructional Vehicle(s): _____
10. Conditions - Material(s): _____
11. Action Verb(s): _____
12. Measure(s): _____
13. Criteria: _____

    _____
14. Impact Target(s): _____

THE ANSWERS TO THIS PROBLEM ARE ON PAGE 6.

INSTRUCTIONAL OBJECTIVE - 2

Graduate students in Masters degree programs in the disciplines of Special Education, Child Psychology, and Early Childhood Education will participate in an experimental, pre-service, one semester program, designed to improved the trainee's knowledge and skill in diagnosing neurologically impaired children.

The program will be jointly supervised by the UAF Director of Special Education, and a Professor of Education in the University Department of Education. Trainees will spend approximately 80 contact hours in the program, which will be conducted in University and UAF classrooms and laboratories, and at a local Day School for Neurologically Impaired Children.

Instructional methods will include lectures, seminars, demonstrations, and supervised practicum. Instructional materials will include textbooks, reference materials, client/patient records, diagnostic tests and equipment, and closed circuit TV.

Achievement in the program will be assessed by the performance of testing by the trainee, on five neurologically impaired children, at the completion of the program. The trainee will be required to correctly select, administer, and interpret the tests for at least four of the five children tested.

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ELEMENTS OF THE OBJECTIVE

1. Trainee - Academic Level: _____
2. Trainee - Discipline: _____
3. Trainee - Number of Contact Hours: _____ Per: _____
4. Trainee - Type of Activity (Pre-service or In-service): _____
5. Trainee - Supervisor's Position and Affiliation: _____

   _____
6. Training Component(s): _____
7. Type of Behavior (Knowledge and/or Skill): _____
8. Conditions - Setting(s): _____
9. Conditions - Instructional Vehicle(s): _____
10. Conditions - Material(s): _____
11. Action Verb(s): _____
12. Measure(s): _____
13. Criteria: _____

    _____
14. Impact Target(s): _____

THE ANSWERS TO THIS PROBLEM ARE ON PAGE 7.

INSTRUCTIONAL OBJECTIVE - 3

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Graduate students in Special Education will demonstrate the ability to evaluate school performance in children with a variety of handicaps, and to report and recommend education intervention to an interdisciplinary team and to community personnel. Trainees will achieve this knowledge and skill through Course 412 and through clinical activities. Trainees will be evaluated in terms of child educational growth.

ELEMENTS OF THE OBJECTIVE

1. Trainee - Academic Level: _____
2. Trainee - Discipline: _____
3. Trainee - Number of Contact Hours: _____ Per: _____
4. Trainee - Type of Activity (Pre-service or In-service): _____
5. Trainee - Supervisor's Position and Affiliation: _____

   _____
6. Training Component(s): _____
7. Type of Behavior (Knowledge and/or Skill): _____
8. Conditions - Setting(s): _____
9. Conditions - Instructional Vehicle(s): _____
10. Conditions - Material(s): _____
11. Action Verb(s): _____
12. Measure(s): _____
13. Criteria: _____

    _____
14. Impact Target(s): _____

THE ANSWERS TO THIS PROBLEM ARE ON PAGE 8.

INSTRUCTIONAL OBJECTIVE - 4

Undergraduate students in nursing, physical therapy, and occupational therapy will develop an awareness of and skills in the utilization of special education in the rehabilitation of the handicapped, through seminar activities and simulated case demonstrations. Trainees will be evaluated by their responses to disciplinary and special education requests, in terms of appropriateness for typical community resources.

ELEMENTS OF THE OBJECTIVE

BEST COPY AVAILABLE

1. Trainee - Academic Level: _____
2. Trainee - Discipline: _____
3. Trainee - Number of Contact Hours: _____ Per: _____
4. Trainee - Type of Activity (Pre-service or In-service): _____
5. Trainee - Supervisor's Position and Affiliation: _____

   _____
6. Training Component(s): _____
7. Type of Behavior (Knowledge and/or Skill): _____
8. Conditions - Setting(s): _____
9. Conditions - Instructional Vehicle(s): _____
10. Conditions - Material(s): _____
11. Action Verb(s): _____
12. Measure(s): _____
13. Criteria: _____

    _____
14. Impact Target(s): _____

THE ANSWERS TO THIS PROBLEM ARE ON PAGE Page 371

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ANSWERS TO INSTRUCTIONAL OBJECTIVE 1:

ELEMENTS OF THE OBJECTIVE

1. Trainee - Academic Level: Post-Masters
2. Trainee - Discipline: General Education, Vocational Education, Counseling
3. Trainee - Number of Contact Hours: 40 (approx) Per: semester
4. Trainee - Type of Activity (Pre-service or In-service): In-service
5. Trainee - Supervisor's Position and Affiliation: Associate Professor of Education, University Department of Education
6. Training Component(s): Consultation
7. Type of Behavior (Knowledge and/or Skill): knowledge and skill
8. Conditions - Setting(s): University classrooms, UAF conference rooms, local child guidance service centers, clinics, day schools
9. Conditions - Instructional Vehicle(s): workshops, seminars, lectures, demonstrations
10. Conditions - Material(s): reports published by local schools, clinics, and agencies, client/patient records, journal articles
11. Action Verb(s): describes, identifies
12. Measure(s): written report which (a) describes the needs of at least 5 mentally retarded clients, and (b) identifies available community resources to meet these needs.
13. Criteria: rating of written report by Supervisor
14. Impact Target(s): mentally retarded young adults

ANSWERS TO INSTRUCTIONAL OBJECTIVE 2:

BEST COPY AVAILABLE

ELEMENTS OF THE OBJECTIVE

1. Trainee - Academic Level: Masters
2. Trainee - Discipline: Special Education, Child Psychology, Early Childhood Education
3. Trainee - Number of Contact Hours: 80 (approx) Per: semester
4. Trainee - Type of Activity (Pre-service or In-service): pre-service
5. Trainee - Supervisor's Position and Affiliation: Joint supervision: University Professor of Education, and UAF Director of Special Education
6. Training Component(s): Diagnosis
7. Type of Behavior (Knowledge and/or Skill): knowledge and skill
8. Conditions - Setting(s): University and UAF conference rooms and laboratories, local Day School for Neurologically Impaired Children
9. Conditions - Instructional Vehicle(s): Lectures, seminars, demonstrations, supervised practicum
10. Conditions - Material(s): textbooks, references, client/patient records, diagnostic tests & equipment, closed circuit TV
11. Action Verb(s): select, administer, interpret
12. Measure(s): performance of testing by trainee on 5 neurologically impaired children.
13. Criteria: correct test selection, administration, and interpretation for at four of five children tested, as judged by program supervisors.
14. Impact Target(s): Neurologically impaired children

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ANSWERS TO INSTRUCTIONAL OBJECTIVE 3:

ELEMENTS OF THE OBJECTIVE

1. Trainee - Academic Level: missing; not adequately identified
2. Trainee - Discipline: Special Education
3. Trainee - Number of Contact Hours: missing Per: missing
4. Trainee - Type of Activity (Pre-service or In-service): missing
5. Trainee - Supervisor's Position and Affiliation: missing
6. Training Component(s): missing; not adequately identified
7. Type of Behavior (Knowledge and/or Skill): knowledge and skill
8. Conditions - Setting(s): missing; "Course 412" does not adequately specify setting.
9. Conditions - Instructional Vehicle(s): missing; "clinical activies" not adequate
10. Conditions - Material(s): missing
11. Action Verb(s): evaluate, report and recommend
12. Measure(s): child educational growth
13. Criteria: missing
14. Impact Target(s): "children with a variety of handicaps" (not very precisely specified)

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ANSWERS TO INSTRUCTIONAL OBJECTIVE 4:

ELEMENTS OF THE OBJECTIVE

1. Trainee - Academic Level: Undergraduate
2. Trainee - Discipline: Nursing, Physical Therapy, Occupational Therapy
3. Trainee - Number of Contact Hours: missing Per: missing
4. Trainee - Type of Activity (Pre-service or In-service): missing
5. Trainee - Supervisor's Position and Affiliation: missing
6. Training Component(s): missing; not specified
7. Type of Behavior (Knowledge and/or Skill): skills
8. Conditions - Setting(s): not specified
9. Conditions - Instructional Vehicle(s): seminar activities, simulated case demonstrations.
10. Conditions - Material(s): missing
11. Action Verb(s): responses (to requests)
12. Measure(s): missing
13. Criteria: missing
14. Impact Target(s): "handicapped" (not very precisely specified)

INSTRUCTIONAL OBJECTIVE

(Prepare your own instructional objective on this page.)

ELEMENTS OF THE OBJECTIVE

1. Trainee - Academic Level: _____
2. Trainee - Discipline: _____
3. Trainee - Number of Contact Hours: _____ Per: _____
4. Trainee - Type of Activity (Pre-service or In-service): _____
5. Trainee - Supervisor's Position and Affiliation: _____

   _____
6. Training Component(s): _____
7. Type of Behavior (Knowledge and/or Skill): _____
8. Conditions - Setting(s): _____
9. Conditions - Instructional Vehicle(s): _____
10. Conditions - Material(s): _____
11. Action Verb(s): _____
12. Measure(s): _____
13. Criteria: _____

    _____
14. Impact Target(s): _____

Behavioral Objective Assessment Checklist

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	Yes	No	Comments
1. Is there a clear (unambiguous) description of the performance conditions?			
2. Does the action word (or phrase) specify an observable or measured behavior?			
3. Is there a clear (unambiguous) description of acceptable student performance?			
A. Are the performance conditions inclusive enough to yield the behavior stated by the action word(s)?			
B. Are the performance conditions inclusive enough to yield the acceptable student performance?			
C. Does the action word(s) describe the acceptable student performance?			
D. Do the performance conditions of the behavioral objective describe the performance conditions of the criteria checks?			
E. Does the action word(s) of the behavioral objective describe the action (behavior) required by the criteria check?			
F. Does the acceptable student performance of the behavioral objective describe the performance required by the criteria check?			
G. Do the instructional materials contain the information or develop the skills needed to answer the criteria checks?			
H. Are the instructional materials developed to prepare students to perform under the stated performance conditions?			
I. Are the instructional materials developed to prepare students to perform the behavior(s) of the action word(s)?			
J. Are the instructional materials developed to prepare students to perform the acceptable student performance?			

APPENDIX E

Listing of Centers &

Names and addresses of Program Directors

EVALUATION PROJECT

Addresses

ALABAMA

Dr. Charles Herron
Coordinator, Special Education and Vocational Rehabilitation
Center for Developmental and Learning Disorders
University of Alabama
191 Seventh Avenue, South
Birmingham, Alabama 35233

CALIFORNIA

Dr. Steve Forness
Special Education Director
Neuropsychiatric Institute
University of California
405 Hilgard Avenue
Los Angeles, California 90024

CALIFORNIA

Dr. James Magary
Director for Training in Education
University Affiliated Training Program
Childrens Hospital
4650 Sunset Boulevard
Los Angeles, California 90027

FLORIDA

Dr. Jay Rotberg
Director of Special Education
Mailman Center for Child Development
University of Miami
Box 6, Biscaynne Annex
Coral Gables, Florida 33124

GEORGIA

Dr. Alan Repp
Director of Special Education Program
Georgia Retardation Center
4770 Peach Tree Road, N.E.
Atlanta, Georgia 39341

OHIO

Dr. Donald Cavin
Special Education Department
Nisonger Center
The Ohio State University
9 West Buttles
Columbus, Ohio 43215

OHIO

Dr. Milton Hinton
University Affiliated Clinical Program
for the Mentally Retarded
295 Erkenbrecher Avenue
Cincinnati, Ohio 45229

OREGON

Dr. Nonda Stone
Clinical Services Director
Center of Developmental Disabilities
University of Oregon
Eugene, Oregon 97403

TENNESSEE

Dr. Tom Gardner
Chief--Special Education
Child Development Center
University of Tennessee
711 Jefferson Avenue
Memphis, Tennessee 38105

UTAH

Dr. Devoe Rickert
Educational Director
Exceptional Child Center
Department of Special Education
Utah State University
Logan, Utah

WASHINGTON, D.C.

Dr. Betty H. Simms
Director for Special Education
University Affiliated Program for Child Development
Georgetown University
CG54 Bles Bldg.
Washington, D.C. 20007

WISCONSIN

Dr. Ann Clark
Special Educator; Center of Mental Retardation
and Human Development
2304 University Avenue
Madison, Wisconsin 53706

INDIANA

Dr. Henry Schroeder
Director (Acting) and Pat Gillespie, Dr.
Mental Retardation Training Center
Indiana University
2853 East 10th Street
Bloomington, Indiana 45401

KANSAS

Dr. Nancy Peterson
School of Education
Kansas Center for Mental Retardation and
Human Development
University of Kansas
9 Bailey Hall
Lawrence, Kansas 66044

MARYLAND

Dr. John Guthrie
Asst. Professor of Pediatrics and Education
John F. Kennedy Institute
John Hopkins University
707 North Broadway
Baltimore, Maryland 21205

MASSACHUSETTS

Dr. Jean MacCubrey
Director of Special Education
Developmental Evaluation Clinic
Children's Hospital
Harvard Medical School
300 Longwood Avenue
Boston, Massachusetts 02115

MICHIGAN

Dr. Leonard C. Burrello
Director of Special Education
Institute for Mental Retardation and
Related Disabilities
University of Michigan
130 S. First St.
Ann Arbor, Michigan

NORTH CAROLINA

Dr. Marlys Mitchell
Director of Special Education
Child Development Institute
University of North Carolina
121 Peabody Hall
Chapel Hill, North Carolina 27514